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ABSTRACT

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for December 1-18, 1998, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: World AIDS Day/AIDS history, Exxon and Mobile announce a merger, Project Space Station, the Wye Accord and the Middle East peace process (December 1-4); constitutional wrangling over the impeachment of President Clinton, President Clinton's lawyers have their chance to testify, the President's defense appears to have had little impact on House Judiciary Republicans, Republicans draft Articles of Impeachment, the House Judiciary Committee wraps up hearings and argues Articles of Impeachment (December 7-11); and the impeachment issue follows President Clinton on his journey to the Middle East, the Palestinian National Council votes to remove anti-Israel language from its charter, behind-the-scenes lobbying for impeachment, air strikes against Iraq, U.S. and British forces launch second day of air attacks against Iraq (December 14-18). (DLS)

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CNN Newsroom Classroom Guides
December 1-18, 1998

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Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
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America Online	National	800-344-6219
FrEdMail	National	619-475-4852
Ingenious	National	800-772-6397
Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet	Georgia	912-454-2520
IdeaNet/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

LEARNING LINK PROVIDERS

Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

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CNN NEWSROOM

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☐ Other _____

Student enrollment: _____

School Name: _____

Address: _____

City: _____

State: _____ Zip: _____

County: _____

School Phone: ( ) _____

Principal's Name: _____

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CNN NEWSROOM Guide

December 1, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:30... 03:05
Top Story ... 04:15... 07:20
-The international community observes the 11th annual World Aids Day today.
-In spite of good news on the medical front, there is still no cure for AIDS.

YOUR DAILY DESK ... 00:30... 07:50
International Desk ... 02:10... 10:00
(Note: The International Desk and Worldview are combined into this segment today.) The death rate from AIDS is down in Europe, but the infection rate is rising in developing nations.

NEWSROOM CHRONICLE ... 00:30... 10:30
Jeremy's Story ... 08:35... 19:05
Jeremy Brooks tried to promote a message of compassion as he struggled against AIDS.

Brett's Story ... 05:20... 24:25
Eighteen-year-old Brett Lykins is winning his battle with AIDS.

Our World ... 02:45... 27:10
Young people are the educators in this HIV prevention program.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : World Aids Day/AIDS History

1. When was the first World Aids Day observed? What was its purpose? In what ways is this day observed around the world? What prominent international organizations endorse World Aids Day? What were some of the themes of past Aids Day observances? What is the theme this year? Do you think this is an appropriate theme? Why/why not? What important statistic is the basis for this year's theme?

2. What is meant by the term "social tolerance"? Why is there a call for social tolerance regarding those who have AIDS? Do you think that World Aids Day is an effective way to promote social

tolerance? Explain.

3. Discuss how AIDS attacks the body's immune system. What is HIV? How is it transmitted from person to person? When was the AIDS virus first discovered? What drug was first used to treat the virus? What good news did the CDC announce regarding the battle against AIDS last year? Do recent global statistics on HIV support that good news? Explain.

4. Generate a class discussion about HIV, the virus that causes AIDS, and how it is different from a bacterial infection. Then have students work in groups to conduct research on viruses and bacteria. Direct each group to create a chart or graphic comparing viruses and bacteria and the treatment of diseases caused by each. Have groups share their findings. When confronting epidemics in the past, humans have been able to devise vaccines and cures for bacterial diseases. In spite of advancements in technology and medicine, the battle against AIDS appears to be extremely tough. Why do students think this is so?

LINKS:
http://www.pta.org/events/wad.htm
http://www.webring.org/cgi-bin/webring?ring=hiv;list
http://www.pbs.org/wgbh/pages/amex/influenza/trackers.html
http://cgi.pathfinder.com/time/magazine/1998/dom/980223/cover4.html
http://www.cellsalive.com/
http://www.drgreene.com/infectious_diseases.html

EDITOR'S NOTE:
compassion
tolerance
AIDS
HIV
T-cells
pandemic
immune system
AZT

YOUR DAILY DESK

International Desk : World Aids Day

1. In what parts of the world does it appear that AIDS is out of control? In what region are most new infections occurring? The U.N. says that poverty is a "powerful factor" in the spread of AIDS. Why do you think this is so? Contrast the spread of AIDS in developing countries with what is happening in Europe. Why is the death rate from AIDS down among European nations?

2. Challenge groups of students to act as World Health Organization teams and devise strategies for stopping the AIDS epidemic in developing nations. First, direct each group to identify and research some of the problems associated with prevention and treatment of HIV in developing countries. Next, have each group brainstorm a list of practical strategies aimed at stopping the AIDS epidemic in these countries. Hold a mock WHO conference in your classroom in which each group presents its ideas. Discuss the kinds of resources that would have to be allocated to implement group plans and the possible long-term consequences to the international community if it refuses to act now. How would student WHO representatives attempt to convince leaders of their respective nations to contribute to their efforts?

LINKS:

http://www.infoweb.org/
http://www.aidsinfosource.com
http://headlines.yahoo.com/Full_Coverage/World/World_AIDS_Day/
http://gbgm-umc.org/programs/hiv/facts.html
http://www.aidsquilt.org/aidsinfo/

EDITOR'S NOTE:
Sub-Saharan Africa
therapy
death rate
infection rate

NEWSROOM CHRONICLE

Jeremy's Story : Jeremy's Story

1. How did Jeremy Brooks contract HIV? How did Jeremy's Mom react to the news that her son had the virus? What did doctors do to treat Jeremy? What health problems did he encounter? In addition to the physical battles, how did his illness impact his psychological health? How did Jeremy's friends treat him when they learned he had AIDS? Describe how Jeremy's failing health had an impact on his brother, Brent.

2. Jeremy Brooks became a crusader of sorts for those with pediatric AIDS. What message did he want to send out to others? Do you think he accomplished that goal? Explain. Jeremy's Mom says that he wanted people to know that "people do better when they have friends." To what extent do you think his physical health was affected by the emotional stress he endured? Do you think it is important for seriously ill individuals to keep a positive outlook? Explain.

3. In the video we learn that Jeremy's family was threatened when it was learned that he had AIDS, and that the family even had to move across town. As a class, discuss reasons why some individuals were afraid to be near Jeremy and how ignorance can fuel hysteria in the face of an epidemic. Divide the class into small groups and have each research an epidemic in world history. Direct groups to focus their attention on the epidemic, its causes, and how people reacted to those who had contracted the disease. Have each group share its information. In each case, were the reactions justified? Based on the knowledge of disease people had at that time, could they have reacted differently? Recall the experiences of Jeremy and his family. Was there a valid reason why people around them acted as they did? If Jeremy were a student in your class today, how do students think they would react to him? Why? Discuss.

LINKS:
http://www.aidsquilt.org/
http://www.botany.duke.edu/microbe/polio.htm
http://www.geocities.com/Heartland/Prairie/9166/epidemics.htm
http://members.xoom.com/Shmutzy/epidemics.html

Brett's Story : Brett's Story

1. Why does Brett Lykins spend a great deal of time on airplanes? Where does he get the treatment that is helping him lead a healthy life? How did Brett acquire the AIDS virus? What was his prognosis when he was diagnosed? Why did his parents wait two years to tell him about his illness?

2. In what ways is Brett like any other teenager? How is he different from many, both physically and emotionally? Contrast the reaction of Brett's friends to that of Jeremy's in the previous segment when it was revealed that each had AIDS. What do you think accounts for the difference?

3. Explain how Brett draws upon his experience with AIDS to promote a message to young people. What advice does he offer them? Would you be likely to listen to someone like Brett when he tries to educate others about AIDS? Why or why not?

4. Brett's prognosis is better now than it was even ten years ago, thanks in part to the new drugs being used to treat AIDS. Have students conduct research to learn more about these drugs and how they work. Students may wish to consult medical professionals or the websites below as well as other resources. Have students write formal reports detailing their findings.

LINKS:
http://www.hivatis.org/atishome.html
http://hiv.roxane.com/prodinfo/viramune.html
http://www.medinfo.ufl.edu/cme/hiv/hiv.html

Our World : PEP L.A.

1. How did PEP L.A. get its start? What kind of training is involved for those who wish to participate in the program? Where do instructors with PEP L.A. offer their presentations? Are there any limits to the conversations they have with students? Explain. Why do you think their talks are blunt and direct?

2. The teen educators stress that there is only one foolproof way to avoid HIV, and that is abstinence from sex. Do students in your class think this is an effective anti-AIDS strategy? Why/why not? Besides avoiding AIDS, what physical and emotional positives are there for teenagers who choose to abstain from sex? Challenge groups of students to create and perform PSA's that promote the benefits of abstinence for teens. After all the presentations are complete, ask students whether they think these efforts would have a positive impact among teenagers in their community. Do students there should be more or less attention on abstinence as a means to prevent the spread of HIV? Discuss.

LINKS:
http://www.webring.org/cgi-bin/webring?ring=hiv;list
http://www.cdc.gov/nchstp/hiv_aids/wad.htm
http://projinf.org/
http://www.hain.org/supplement1.html
http://wedding-family.org/texaspure.html
http://www.starnews.com/news/editorial/98/mar/0327SN_letters.html

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EDITOR'S NOTE:
hemophilia
pneumonia
resentment
pediatric AIDS
prognosis
NIH
discrimination
abstinence

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 2, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 07:10... 09:25
Exxon and Mobil announce a merger of mammoth proportions.

Gas Prices ... 00:40... 10:05
A look at gas prices at pumps around the world

YOUR DAILY DESK ... 00:50... 10:55
Business Desk ... 01:45... 12:40
Technology will soon make it possible to place phone calls from anywhere on earth.

WORLDVIEW ... 00:30... 13:10
Inside Europe ... 03:05... 16:15
A 107-year-old French veteran recalls his experiences during WWI.

Taking Care of Business ... 03:05... 19:20
Hokkaido International Airlines introduces discount air travel to Hokkaido, Japan.

Taking Care of Business ... 01:35... 20:55
Japan's pearl industry is threatened by a mysterious disease that is killing oysters.

Culture Watch ... 02:50... 23:45
The annual cattle fair in Pushkar is a time for both trade and worship.

NEWSROOM CHRONICLE ... 00:35... 24:20
Commitment Community ... 03:15... 27:35
A group in New York promotes volunteerism by encouraging youth to "Do Something."

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : X Marks the Merger

1. What two giant oil companies are involved in the latest mega-merger? Where will the new

company rank in terms of revenue among world corporations? What were some of the other mega-mergers that are still in process? Why do these mergers need regulator approval?

2. What is the price tag on the Exxon-Mobil Oil merger? Analyze this statement from the video, "I have no interest in being the largest company in the Fortune 500. Revenues mean nothing to me. What counts is profit." What is the difference between "revenue" and "profit"? What are some things the new company will have to do to increase profits, especially at this "challenging time" for oil businesses?

3. According to industry analysts, is the Exxon-Mobil merger likely to result in higher gas prices? Explain. Who are the only consumers who are not breathing a sigh of relief if the merger goes through? Why? In what way could this merger be beneficial for most other consumers?

4. In class discussion, introduce students to the concepts of supply and demand and discuss how each affects price. Then refer back to the video and ask students to explain how the weather influences demand for oil, and how this demand influences oil prices. What is an oil glut? Use the example in the video to explain how excess supply impacts price.

5. Who was John D. Rockefeller? Why was his oil company broken up by the U.S. government in 1911? Have students work in groups to research the Standard Oil Company and the antitrust climate that resulted in it being dissolved. Share group findings in class discussion. Discuss why some think that this mega-merger involving Exxon and Mobil has Teddy Roosevelt "spinning in his grave." Do students see this corporate action as monopolistic? Why/why not? Do they agree or disagree with the statement made in the video that for the moment, "power is in the hands of the consumer"? Discuss.

LINKS:
http://cnnfn.com/hotstories/deals/9812/01/exxon/
http://cnnfn.com/quickenonfn/life/9812/01/q_oilprices/

EDITOR'S NOTE:
merger
glut
Standard Oil Company
John D. Rockefeller
monopoly
antitrust
layoffs
OPEC

YOUR DAILY DESK

Business Desk : New Satellite Phones

1. What is the goal of the new "space race"? How will the ability to make telephone calls from remote areas help businesses to expand? What is Iridium? How does this partnership plan to offer a new level of service in the telecommunications industry? Are there any downsides to this new technology? Explain.

2. Generate a class discussion about how technology plays a role in competition among businesses. Refer back to the example given in the video of the earliest black-and-white televisions and the evolution to color, then digital TV. Discuss how advances in television technology gave rise to new industries and businesses. Then group students, and direct each to research the evolution of

another product that has benefited from technology Have each group present its information and explain how the technological advances created new businesses and affected competition.

EXTENSION: Research and development (R&D) is vital to industries trying to stay one step ahead of the competition. Have students interview representatives from local businesses or conduct research to learn more about the importance of R&D and what kinds of resources companies allocate towards R&D.

LINKS:
http://www.amcity.com/louisville/stories/033197/editorial2.html
http://www.iridium.com/
http://www.iridium.com/english/faq/index.html
http://www.pathfinder.com/travel/TL/tarticles/260.html
http://www.redifindia.com/computer/1998/feb/27gmpcs.htm

EDITOR'S NOTE:
technology
satellite
cellular phones
consortium

WORLDVIEW

Inside Europe : WWI Veteran

1. Who is Raymond Abescat? When did WWI take place? How many French soldiers were killed during WW1? At which infamous battle site was Mr. Abescat wounded? Why didn't Mr. Abescat have access to a gas mask during battle?

2. What is Armistice Day? Do you think it is important to recognize this day? Why/why not? In his Armistice Day speech Mr. Abescat stated that "the youth of France was decimated by the war." How did this loss impact France? Why do you think the German and French soldiers refrained from fighting when they were at the stream? How can a veteran's account of the wartime experience enhance our understanding about the effects of war?

3. As a class, discuss the history of WWI. Have groups of students research one aspect of WWI, such as trench warfare, chemical gas weaponry, or one of the battles. Using the websites listed below, have each group access a WWI veteran's story, poem, letter, diary or audio recording that pertains to their topic. Assist each group in preparing a multimedia presentation. As a class, discuss how the personal account enhanced their understanding about WWI.

LINKS:
http://militaryhistory.miningco.com/msub16.htm
http://www.lib.byu.edu/~rdh/wwi/
http://www.pagesz.net/~stevek/intellect/ww1-res.html
http://www.geocities.com/~centenary/aftermath/
http://vfw.com/amesm/origins.shtml

Taking Care of Business : Japan's Hokkaido Airlines

1. Where is Hokkaido located? How is the Asian financial crisis affecting Japan? What event jeopardized the stability of Hokkaido's local economy? Who is Akira Nakamura? How is

Hokkaido International Airlines (Air Do) different from other commercial airlines? Why did local investors decide to finance Air Do?

2. Have students refer to print and online resources to address the following questions: What is deregulation? How can deregulation stimulate economic growth? How has the Asian financial crisis affected the Japanese economy? Which Japanese industries/sectors have recently been deregulated? How will deregulation impact Japan's social and economic infrastructure? Do you think deregulation will improve Japan's economy? Explain.

3. Using multimedia resources have students research the history of airline deregulation in the United States. Why did the U.S. decide to deregulate the airline industry in 1978? How has airline deregulation in the U.S. affected the airline industry and the consumer?

4. Divide the class into groups. Have each group assume the role of an interest group that either supports or opposes Japanese airline deregulation. Groups could represent an environmental protection organization, the hotel and tourism industry, or a chamber of commerce. Have each group lobby its position. As a class, discuss which arguments were the most persuasive.

LINKS:
http://fuji.stanford.edu/jguide/
http://www.dot.gov/
http://www.dac.neu.edu/economics/morrison/tlfall90.htm
http://www.nando.net/newsroom/ntn/biz/111697/biz32_11623_noframes.html
http://www.iac.co.jp/~bobj/IGT/stories/dereg.htm

Taking Care of Business : Japanese Pearl Crisis

1. Why is Japan's pearl industry in jeopardy? What technology-is used to enhance the cultivation of pearls? What do marine biologists believe may be causing the oyster epidemic? How is the Asian recession affecting the Japanese pearl market? What is being done to save the Japanese oysters?

2. What are cultured pearls? How are they created? Do you think artificial methods should be used to create pearls? Why/why not?

3. Using multimedia resources, have students learn about oysters and pearl farming. As a class, discuss how oysters are important to Japan's ecosystem and economy. Divide the class into two groups. Have each group create one chart depicting how either Japan's economy or ecosystem would be affected if all of Japan's oysters died.

LINKS:
http://fuji.stanford.edu/jguide/
http://jin.jcic.or.jp/atlas/nature/nat27.html
http://gurukul.ucc.american.edu/ted/PEARL.htm
http://mdsg.umd.edu/NSGO/research/oysterdisease/index.html

Culture Watch : India Pushkar Fair

1. What annual event is held in Pushkar during October- November? Why do Hindu pilgrims consider Pushkar to be a sacred site? Why is Pushkar Lake significant? Who is the Hindu God Brahma?

2. What does the Pushkar Fair reveal about the culture of India? Have students design a festival that celebrates the culture of their community. What events would they include? Why?

3. Have students use multimedia resources to learn about the Indian State of Rajasthan and

Hinduism. As a class, discuss the origin of Hinduism and its significance to the Indian culture. Divide the class into groups. Assist each group in preparing a multimedia presentation about either Hindu philosophy, customs, art, temples, or icon/image worship. As a class, discuss how religion influences a culture.

LINKS:
http://webhead.com/WWWVL/India/
http://www.geocities.com/Athens/Forum/9410/hindu1.html
http://india.indiagov.org/states/raj/raj.htm
http://www.hindunet.org/home.shtml

EDITOR'S NOTE:
Armistice Day
Verdun
recession
entrepreneur
Hokkaido
cultivation
epidemic
Hindu

NEWSROOM CHRONICLE

Commitment Community : Commitment Community

1. How would you describe the goal of the organization "Do Something"? How does "Do Something" recognize and reward individuals who are trying to improve their communities? Explain how Mark Levine is trying to make the world a better place. Do you know any individuals like him? If so, share the stories of what they do to improve the quality of life for others.

2. Direct students to the "Do Something" website below. Have students select the Community Builder, then each choose one area (economy, education, health, spirit, government) and click on that area. Next, have each student select the Action Steps for the chosen area. Have each student read through the Action Steps and choose one of these steps to take on as an individual project. Allow students plenty of time to complete the chosen tasks, then have each complete a report or journal entry describing what he/she did and how it benefited the community.

LINKS:
http://dosomething.org/

EDITOR'S NOTE:
"Do Something"
Andrew Shue
activist
Brick Award

CNN NEWSROOM CLOSE

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

December 3, 1998

Beginning January 5th, look for CNN NEWSROOM's new HEALTH DESK!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:50... 07:05
The launch of this shuttle mission marks a new age in space exploration.

YOUR DAILY DESK ... 00:25... 07:30
Science Desk ... 01:45... 09:15
New enhanced 911 systems will enable authorities to track distress calls made from cellular phones.

Science Desk Extra ... 01:30... 10:45
FAA officials scramble to ensure public safety by addressing the Y2K bug issue.

WORLDVIEW ... 00:30... 11:15
FYI ... 02:45... 14:00
Russia's economic problems are taking their toll on industry.

Sports Page ... 03:10... 17:10
With their once robust economy in shambles, South Koreans badly needed a boost -- and Pak Se Ri has delivered.

Inside North America ... 02:40... 19:50
African-American males are in demand to inspire youth as teachers.

Wild Kingdom ... 01:55... 21:45
Indian geologists "build" a dinosaur that once roamed their country.

NEWSROOM CHRONICLE ... 00:30... 22:15
South African Elephants ... 02:45... 25:00
Teachers: This segment has scenes that may be disturbing to some students. Please preview.
South Africa looks for ways to deal with the problem of elephant overpopulation.

Look Ahead ... 01:00... 26:00
Coming Dec. 7th: Polar Bears

CNN NEWSROOM CLOSE ... 02:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Project Space Station

1. How does the launch of the latest shuttle mission mark a new age in space exploration? What is Unity? How will this module be transported into space? Explain how Unity will be attached to Zarya, the module already in place. How long will it take to complete the space station?

2. What is the purpose of this station? How many nations are involved in its design and construction? Why is it significant that you will one day be able to see the International Space Station in the night sky?

3. In class discussion, summarize some of the arguments for and against the ISS: Why do some scientists feel that the space station is the "single greatest obstacle to the exploration of the solar system"? Why do others feel the ISS is a necessity? Have students work in groups to gather information that supports both sides of the ISS debate and share their findings. Then have each student use the facts to write a newspaper editorial either in support of or opposition to the ISS project.

LINKS:
http://cnn.com/
http://station.nasa.gov/index-m.html
http://station.nasa.gov/shuttle/index.html
http://station.nasa.gov/station/index.html
http://issa-www.jsc.nasa.gov/ss/payloads/onorbit.html
http://www.nas.edu/cets/aseb/coss7.html

EDITOR'S NOTE:
ISS
Endeavour
Unity
Zarya
spacewalk
rendezvous
module
dock

YOUR DAILY DESK

Science Desk : 911 Cellular

1. In what kind of situations might being able to trace a cell phone user's location be important? What are Denver, Colorado and the San Gabriel Valley in Los Angeles, California doing to facilitate this ability? How do you think locator service availability would impact cell phone sales? To what commercial uses could locator service be applied?

2. What government requirements must wireless carriers meet by 2001? Why do you think these requirements were enacted? What percentage of 911 calls do you think are from cell phone users? How might multiple calls from cell phone users impact 911 service and response time?

3. In small groups have students develop their own mechanism by which cell phones could be

tracked and located. Advise students that in the future the majority of cell phones will be digital. This means they will transmit signal directly to a satellite, which in turn will transmit to a switching station, which will then send the call to the land-based receiver. How do you think cell phone locator service might work? At present, two methods are being investigated for use in cell phone locator service:
Angle of Arrival or Triangulation- which uses "smart antennae" to find the location of the cell phone user and
Time-Difference of Arrival (TDOA) - which uses the difference in the time it takes for cell phone signal to reach satellites in two different positions to calculate the position of the cell phone user. Have students investigate these two methods of user location and compare them to their self-originated ones. Then give each group a chance to modify its own method based on this new information and share it with the class.

LINKS:
http://www.usatoday.com/life/cyber/tech/ctb793.htm
http://www.businessweek.com/1997/22/b3529137.htm

Science Desk Extra : Science Desk Extra

1. Explain how the Y2K bug will affect computers. How could it affect airline travel on and around January 1, 2000? How could the bug complicate the job of air traffic controllers? What is meant by the term "manual procedure"? Would you feel comfortable flying when air traffic controllers are doing their jobs manually? Why/why not?

2. What is the FAA? What is the agency's connection to air traffic control? The FAA claims its computers will be ready for the year 2000, but others dispute this claim. Explain what has to be done in order for the FAA computers to be "Y2K compliant." Do you think this will be done in time? Explain. What do air traffic controllers want the FAA to do in the meantime?

3. Assist students in exploring the websites below to learn more about how air traffic control works, the NATCA, and the issue of Y2K compliance and the FAA. Do students think there is too much hype surrounding the Y2K bug and air travel, or is concern about the situation justified? Based on what they have read, do they think the FAA should stop all air traffic if its computers are not ready on January 1, 2000 or should it allow flights directed by manual procedure? In class discussion, consider the implications of each course of action.

LINKS:
http://encarta.msn.com/index/concise/0vol38/06c8d000.asp
http://www.natca.org/
http://www.softcom.net/users/jblee/2069.htm
http://home.natca.org/natca/publicsafety/faay2k.html
http://www.faay2k.com/
http://www.fcw.com/pubs/fcw/1998/0928/web-faa-9-29-98.html

EDITOR'S NOTE:
point of origin
enhanced 911
cell site
manual control
FAA
Y2K
GAO
radar

WORLDVIEW

FYI : FYI

1. How much does the Russian-made television in the video cost? What is the drawback to buying this TV? How is the Russian Orbita TV manufactured? What is meant by the term "dead-end technology?" How widespread is this phenomenon? What has happened to the electronics factory that used to employ 2,000 people? Why is this lightbulb factory "in the dark"?

2. In the video, Mr. Fomin says that the market was "closed for 70 years." Why was this the case? How has the opening of Russia to imports affected Russian manufacturers? If you were a Russian consumer, which choice would you make, the Japanese TV, which costs 3 times what it cost this summer, or the Russian TV? Why? What factors do you think would influence the Russian customer's choice? What significance do you find in the "bottom floor's" being rented out to a beer maker?

3. Russia has applied for IMF help to get the Russian economy back on its feet. The first installment from the World Bank arrived 8/10/98. Divide students into groups. Ask each group to brainstorm what kind of help would get Russian manufacturing going again. Resources for the problem-solving would include the IMF demands (see websites below) as well as the information and insight provided by the Mr. Fomin and Mr. Ignatenko in the video clip.

LINKS:
http://cnn.com/TECH/9704/18/space.station/index.html
http://www.geocities.com/WallStreet/1280/index.html
http://www.itaiep.doc.gov/bisnis/bulletin/9604keen.htm
http://www.nando.net/newsroom/ntn/world/081098/world26_9515_noframes.html

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Sports Page : Sports Page

1. At 20, Pak is the youngest woman to win two major women's golf championships. She has spent much of the past two years in the U.S., establishing a home in Orlando, Florida. What has her "homecoming" to South Korea been like? What is Pak's current goal?

2. What are the advantages and disadvantages of being a golf champion and living in South Korea? What are the advantages and disadvantages of reaching the top at a young age? Using the websites below, determine how Pak Se Ri has influenced the game of golf in Korea.

3. Ask students to consider a sport or art in which they would like to excel. Then, ask them to consider someone who has excelled at that sport, as Pak Se Ri and Tiger Woods have excelled in golf. Direct them to research that person's path to success, looking for characteristics which they would like to emulate. Have them use Pak Se Ri's answer to Jie Ae's questions to help them.

LINKS:
http://cnn.com/WORLD/asiapcf/9807/10/skorea.golf.boom/index.html
http://cnnsi.com/golf/news/1998/07/07/major_pak/
http://cgi.pathfinder.com/time/asia/magazine/1998/980817/korea_pak.html

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Inside North America : Teacher Shortage

1. What are some of the reasons that fewer college students are choosing to become teachers? According to the video, what type of teacher is particularly hard to find? From what profession are John Anderson and 24 other African American men leaving to become teachers? How are

Marygrove College and the Detroit school district helping train teachers for Detroit schools?

2. What qualifications or attributes would policemen have that would contribute to their potential as classroom teachers? Do you feel that the Detroit school district is justified in "bidding for" African American male candidates? Why or why not?

3. Direct students to think about teachers who have significantly influenced their lives. Tell each student to write a thank-you letter to that teacher, giving specific praise for the positive contributions that teacher has made in his/her life.

4. Have two or more students roleplay a situation in which one student is a recruiter, encouraging an African American male to become a teacher. The websites give a variety of information on jobs and salaries available.

LINKS:
http://www.aft.org/research/salary/home.htm
http://www.black-collegian.com/Oct96/educatio.html
http://www.nes.org/
http://dir.yahoo.com/Education/Employment/Jobs/Individual_K_12_School_Listings/

Wild Kingdom : India Dinos

1. How big is the "monster" in the video? What are the characteristics of Sauropods, such as the Kotasaurus in this clip? Between what two dinosaur families is the Kotasaurus the "missing link"?

2. Why are many people so fascinated by dinosaurs? What recent events stimulated interest in dinosaurs? Founded in 1895, the Carnegie Museum of Natural History is one of the nation's leading research museums and is renowned for its Dinosaur Hall. Why would this museum have donated the fiberglass head for the Kotasaurus in India?

3. Divide the class into small groups. Direct students to research the Sauropods, in particular, the Brontosaurus. Then, using the information in the video as well as the information provided on the websites below, direct students to draw a Kotasaurus. Have groups will share their illustrations with the class.

LINKS:
http://www.inhs.uiuc.edu/isgsroot/dinos/dml/clado/sauropoda.html
http://www.vedamsbooks.com/gsicat.htm
http://www.gla.ac.uk/~gxha14/dinolist.html
http://cgi.pathfinder.com/ew/siteoftheweek/0%2C2028%2C83%2C00.html
http://www.clpgh.org/cmnh/discovery/
http://www.clpgh.org/cmnh/index2.html

EDITOR'S NOTE:
import
ruble
devaluation
Pak Se Ri
South Korea
role model
Kotasaurus
Sauropod

NEWSROOM CHRONICLE

South African Elephants : South African Elephants

1. Why are South African authorities concerned with the numbers of elephants in their country? How have people there attempted to deal with the increasing numbers of elephants? What is culling? Why have some South Africans resorted to culling?

2. Lead a class brainstorming session to generate a list of consequences of overpopulation of elephants. Write the list on the board. Then have groups of students use online and other resources to investigate the issue of elephant overpopulation in depth and share their findings. How does the overpopulation of one species damage the food chain? The ecosystem in which the species lives? Challenge each group to come up with a strategy for dealing with the problem of elephant overpopulation in South Africa and share its ideas. Did any of the groups choose culling as their means of population control? Have those who favor this method explain why and under what conditions they believe this method is justified.

LINKS:
http://www.spub.ksu.edu/ISSUES/v099B/SP/n138/A-E-elephants-cox.html
http://www.seattletimes.com/extra/browse/html/elep_122996.html
http://whyfiles.news.wisc.edu/043elephant/main1.html
http://www.worldwatch.org/mag/1997/97-3.html

EDITOR'S NOTE:
South Africa
culling
ecosystem
translocation

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 4, 1998

Help students learn about their personal well-being with the new HEALTH DESK, each Tuesday beginning January 5th!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:20... 04:35
TEACHERS: This segment contains violent scenes that students may find disturbing. Please Preview.
Violence brings the Mideast peace process to an abrupt halt.

In the Headlines ... 02:35... 07:10
IMPEACHMENT UPDATE

YOUR DAILY DESK ... 00:30... 07:40
Editor's Desk ... 02:30... 10:10
Television producers aim more programming at youth, an important market sector.

WORLDVIEW ... 00:30... 10:40
Friday Focus ... 02:25... 13:05
Economic hardships force some Asian children to beg in the streets .

Did You Know? ... 02:50... 15:55
Critics say the Philippine government pays little attention to children's health problems caused by malnutrition.

Fast Fact ... 02:15... 18:10
Medical workers enlist and train street children to teach other street kids basic hygiene and health care.

Fast Fact ... 02:15... 20:25
A family opens its home to destitute children.

NEWSROOM CHRONICLE ... 00:30... 20:55
"Soap Shoes" ... 03:30... 24:25
The latest sports craze features a shoe.

Look Ahead ... 00:45... 25:10
December 17th: The Wright Brothers

CNN NEWSROOM CLOSE ... 02:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Wye Accord

1. Why has the Mideast peace process hit another snag? What is the Wye Accord? When and where was it signed? What are the major provisions of this agreement?

2. How has Palestinian President Arafat responded to Israel's suspension of implementation of the Wye Accord? What conditions has the Israeli cabinet set in order that the peace process might resume? Why have Palestinian authorities rejected these conditions? What is "incitement"? Why are Palestinians accusing the Israelis of inciting the violence?

3. U.S. diplomats are now on their way to the Middle East, hoping to get the peace process back on track before President Clinton's trip to the region. Ask students to consider what these diplomats can do to bridge the gap that currently exists between Palestinians and Israelis. Direct students to work in groups to research recent events in the Middle East as well as the key players in the region. Then have each use what it has learned to write two letters, one to the Israeli leadership and one to the Palestinian leaders, in an attempt to persuade each to abide by the Wye Accord and implement the steps to peace.

LINKS:
http://cnn.com/WORLD/meast/9812/03/mideast.02/
http://cnn.com/WORLD/struggle_for_peace/background/
http://cnn.com/WORLD/struggle_for_peace/key.players/groups.html

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In the Headlines : In the Headlines

1. Why has Judiciary Committee Chair Henry Hyde decided that the impeachment investigation will not include the issue of alleged campaign finance abuses? How did Democrats react to the news? Why is there pressure on both parties to resolve the matter of impeachment quickly, one way or the other? Explain why some Republicans like Rep. Peter King are now moving in the direction of censure of the president, as opposed to impeachment. What are some provisions Republicans are considering in a formal censure of President Clinton? In the video we are told that there are several "versions of censure" in the works. Why do you think this is so? Speculate as to some of the elements of some different proposals.

2. The Constitution makes no mention of censure as punishment for a president, yet President Andrew Jackson was censured (this was later revoked) in 1834. Direct students to the second website below to read a brief account of this censure and the reason for this action by the Senate. Since the Constitution does not offer guidelines for censuring a president, this case is the only precedent available. Ask students: Do you think there are any similarities between the Jackson censure and a censure for Bill Clinton? Suppose you were a member of the House of Representatives and you were approached by your party's leadership for a proposal on how to resolve the impeachment issue. What would you recommend? Why? Challenge each student to write an essay outlining his/her proposal, impeachment, censure, another course of action, or no action, and the rationale for that recommendation.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/12/03/impeachment/
http://www.senate.gov/curator/qtvr_tour/censure.htm

EDITOR'S NOTE:
political prisoners
incitement
terrorism
Wye Accord
campaign finance
Peter King
centrist
penalty

YOUR DAILY DESK

Editor's Desk : TV Minus Parents

1. What kind of television programs appeal to young viewers today? Name some programs used as examples in the video. Have you ever watched any of these programs? If so, which ones? Discuss some situations between young characters and their parents seen in some episodes. Why do you think these programs appeal to a large number of youth? Are your parents like the ones you see on tv? Explain. Do your parents watch your favorite tv shows with you? Why or why not? Do you ever wish you had "tv" parents instead of your own? Explain. Do you ever buy a product that is advertised on one of your favorite shows? Why or why not?

2. Divide the class into groups of 6-8 students for a roleplay exercise: Have members in each group discuss the types of programs they view at home. Have them name particular programs they view. Each group then should decide on one program with which most of the group is familiar. Have the group subdivide with one part playing a "tv family" and the other a "real family." Let the groups rehearse a scene based on a typical situation (for example, child not doing homework, parent deals with it; or child gets in trouble with neighbor by accidentally breaking window with baseball; parent deals with neighbor and child). Let each subgroup present its scene within the group; then let groups perform for the class. Lead a discussion about differences or similarities of "real" & "tv" situations. The links below may offer some insight for leading class discussions.

LINKS:
http://www.mes.umn.edu/Documents/D/A/DA1055.html
http://www.vmr.com/research/index.html#type
http://www.teachermag.org/ew/vol-01/01010027.h01
http://www.familyentertainment.net/

EDITOR'S NOTE:
influence
formula
consequences
ratings

WORLDVIEW

Friday Focus : Friday Focus

1. According to the video, why are the Thai authorities rounding up street kids? From where do Thai police say most of the street beggars come? What will happen to most of the children caught by

authorities? Where else are children begging in this video? Why do these children say they are begging? Has anyone done anything to help these children? Explain.

2. This video focuses on impoverished children in Thailand & Indonesia. Divide the class into 3 groups according to which country they want to research and have the 3rd group research "street children" in the United States. Using the links below and others the students may find on the Internet, have each group research its country to determine: the total population, the total number of children; the number of children living in poverty in the country; the number of children living in the streets; the types of problems the impoverished children have in going to school, finding a place to sleep or live; the kinds of things these children do to make money, what they do with the money they make. Have each group find out which international agencies have programs to help these street kids such as NGC's and charities. Let each group report its findings to the class in the form of a press conference held by one of the "helping" agencies. Tell groups that the goal of the press conference is to alert the world to the conditions of poor children in each group's country.

LINKS:
http://csf.Colorado.EDU/homeless/
http://www.helpthekids.org/
http://www.streetkids.org/index.html
http://www.standupforkids.org/index.html
http://pangaea.org/street_children/kids.htm
http://www.undp.org/

Did You Know? : Philippine Kids and Malnutrition

1. What is malnutrition? How are children and babies subject to this condition? To what health problems does malnutrition lead? According to the video, who is helping malnourished children in the Philippines?

2. Have the class conduct Internet research to learn the facts about child malnutrition in the world. What percentage of the world's children are affected? What are some of the causes besides poverty? What are some of the effects on children and their families? What is being done about this problem? Discuss student findings. Then challenge each student to write a paragraph describing what he/she can do personally about malnourishment in the world. Let some students share their paragraphs with the class or post them around the room for students to read.

LINKS:
http://www.unicef.org/sowc98/
http://www.unesco.org/
http://www.undp.org/
http://www.scfa.asn.au/poverty.htm

Fast Fact : India Street Kids Health Care

1. What are medical workers teaching India's street kids? Why do the medical workers need to teach hygiene and first aid to these children? Where did you learn about hygiene? Why is knowledge of basic hygiene necessary for any child? How does the "young doctor" in the video feel about his job? Why does he feel this way?

2. Have the class investigate the topic hygiene on the Internet and at the library. Discuss with the class their findings about what hygiene is. Have students keep a "hygiene log" for a day or two. In this log they should note their acts of personal hygiene (toothbrushing, hair washing, hand washing, careful food handling, etc). At the end of the designated time, have the students review their logs pretending they are street children with no home. Have the students mark off anything they will not be able to do living on the street. Discuss what's left on their lists.

LINKS:
http://www.toothfairy.org/
http://hammock.ifas.ufl.edu/txt/fairs/he/31521.html
http://www.stg.brown.edu/projects/hypertext/landow/victorian/health/health10.html
http://whale.simmons.edu/healthnet-stuff/hygienefaq.html

Fast Fact : India Street Kids Hope

1. Why does Joseph Mathews want to take in destitute children? What does he do for a living? How does he afford to help all these children? What does he do for these impoverished children? Would you offer to raise destitute children? Why or why not?

2. Using the Internet sources, have the class research foster care. Have the students each write a "want ad" for foster parents to be placed in a fictitious paper or magazine. The ad should include the qualities necessary to be a good foster parent.

LINKS:
http://www.fostercare.org/FPHP/fppages.htm
http://csf.Colorado.EDU/homeless/
http://www.helpthekids.org/
http://pangaea.org/street_children/kids.htm

EDITOR'S NOTE:
UNDP
exploit
prenatal nutrition
malnutrition
Mother Teresa
hygiene
contagious
destitute

NEWSROOM CHRONICLE

"Soap Shoes" : "Soap Shoes"

1. How would you describe "Soap Shoes" to someone who had never seen them? Why do you think they are so popular? Why have some schools banned them? Do you think the warning label on these shoes is a good idea? Why/why not?

2. Ask students: What is a fad? Would you consider "Soap Shoes" a fad? In class discussion have students offer other examples of fads or trends in entertainment that are popular among their generation. Then have each student interview an older family member to find out what fads and trends were popular when he/she was a teenager and report back to the class. Were any of these previous fads dangerous, or frowned upon by school officials and other authorities? Were any highly profitable money makers? Compare fads of previous generations to the fads many students follow today. What do these trends tell us about each generation?

LINKS:
http://www.thejack.nau.edu/032096/Life1.html
http://www.business2business.on.ca/magazine/may96/mktg.html

http://www.supersounds.com/funfads.htm

EDITOR'S NOTE:
fad
ban
risk
backlash
mainstream
individualistic
grind plate
skateboard

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CNN NEWSROOM Guide

December 7, 1998

Watch the all-new HEALTH DESK, every Tuesday beginning January 4th on CNN NEWSROOM!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:10... 04:25
The constitutional wrangling over the impeachment of President Clinton continues.

In the Headlines ... 02:15... 06:40
CHAVEZ ELECTED VENEZUELA'S PRESIDENT

YOUR DAILY DESK ... 00:45... 07:25
Environment Desk ... 01:50... 09:15
Robots are helping to "keep an eye" on leaking storage tanks.

WORLDVIEW ... 00:35... 09:50
Inside Russia ... 02:45... 12:35
An increasing number of Russian children are living on the streets.

Did You Know? ... 02:10... 14:45
The South Korean luxury liner Kumakang makes a historic maiden voyage to North Korea.

Sports Page ... 00:45... 15:30
Olympic officials will use DNA samples of former athletes to mark Olympic products and prevent counterfeiting.

Culture Watch ... 04:20... 19:50
There's an Asian connection to the computer animation technology used in ANTZ.

NEWSROOM CHRONICLE ... 01:00... 20:50
Polar Bears (Part I) ... 04:20... 25:10
Join CNN NEWSROOM as we travel to the polar bear capital of the world!

CNN NEWSROOM CLOSE ... 02:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Investigating the President

1. Review the reasons why the House Judiciary Committee is considering the impeachment of President Clinton. Discuss the definition of impeachment. According to the Constitution, for what reasons can a president be impeached? What is perjury? Why are there questions about whether perjury falls under the heading of "high crimes and misdemeanors"?

2. Why are congressional representatives trying to "stick to the Constitution" in the matter of a vote on President Clinton? Why is censure no longer an option for many? Do you agree or disagree with the argument that House members should adhere to constitutional guidelines in determining a course of action? Explain.

3. What does Rep. McCollum mean when he says that "impeachment is the ultimate censure"? According to Rep. McCollum does a vote for impeachment in the House automatically mean that the Senate will conduct a trial? Explain. Why do Democrats oppose what they are calling a "free vote" on impeachment?

4. The Judiciary Committee has granted White House attorneys two days to make their case in defense of the President and his actions. Group students and tell each group it is part of a planning strategy meeting for the president's defense team. What should be the focus of this defense? How should the defense be presented? Give each group enough time to organize its strategy, then have groups present their ideas to the class. Direct students to follow news reports to see which group came closest to what actually happens.

5. Assist students in researching the facts regarding President Clinton's actions, impeachment, and the Constitution. Have them share their findings in class discussion. Then challenge each student to use this information to write a letter to his/her representative in the House, asking the representative to cast a vote for or against impeachment.

LINKS:
http://www.bess.net/whats_new/government/
http://www.policy.com/news/dbrief/dbriefarc50.html
http://jurist.law.pitt.edu/impeach.htm

In the Headlines : In the Headlines

1. Why are supporters of Hugo Chavez calling his election a "punishment vote"? How did Hugo Chavez previously try to become leader of his country? What was the outcome of that effort? Why is Mr. Chavez a "hero" to millions of Venezuelans?

2. Why are some now concerned about Venezuela's political stability? What radical political and economic changes does Mr. Chavez have in mind for Venezuela? Direct groups of students to research the government and economy of Venezuela and share their findings. Then, acting as international investors, have each group consider the pros and cons of owning a business in Venezuela. Direct members of each group arrive at a consensus: Should the group keep its business holdings in Venezuela or pull out? Have each group discuss its decision and rationale.

3. Working in small groups, have students conduct research on Venezuela's government and use their information to create side-by-side comparisons of the Venezuelan and U.S. governments. Hugo Chavez says he plans to dissolve the congress and re-write Venezuela's constitution. Do students think he will be able to do this? Discuss whether a president-elect in the U.S. would be able to make similar changes.

LINKS:
http://www.theodora.com/wfb/venezuela_government.html

http://www.gksoft.com/govt/en/ve.html
http://www.embavenez-us.org/government.html

EDITOR'S NOTE:
impeachment
articles of impeachment
perjury
"free vote"
capitalism
communism
Hugo Chavez
coup

YOUR DAILY DESK

Environment Desk : Fuel Tank Robot

1. What potential hazards do chemical storage tanks pose? What are the main areas of the tanks with which Mark Baker is concerned? To prevent hazards from developing, how are tanks monitored now? How does Maverick do this job differently?

2. Compare and contrast the new and old way of monitoring tanks related to expense, environmental impact and risk to workers. What does Maverick use to "see" the inside of storage tanks? In what ways do you think this is better or worse than the human eye?

3. Working in small groups have your students make lists of design obstacles the Maverick creators had to overcome in making a robot for this specific environment. Remind students that jet fuel and gasoline are highly combustible and that electricity gives off heat. In addition, consider that gasoline and jet fuel are fossil fuel derivatives of oil and as such are sludgy. Review the video again to see if students can detect how these concerns were addressed in Maverick's design.

LINKS:
http://www.dnr.state.wi.us/org/aw/rr/cleanup/ust_lust_faq.html
http://www.navy.mil/homepages/navfac_es/ust.html

EDITOR'S NOTE:
storage tank
corrosion
sludge
ultrasound

WORLDVIEW

Inside Russia : Russian Street Kids

1. Why are children living on the streets of Russia? What are social workers doing to ameliorate this problem? What is UNICEF? What is this organization doing to help Russia's children?

2. Why do you think an increasing number of Russian parents are abandoning/neglecting their

children? How has the political transition of the former Soviet Union contributed to the increase in disenfranchised Russian families and homeless children? Why do many of these parents abuse drugs and alcohol? What interventions do you think would help to prevent Russian children from becoming homeless? Do you think the international community should be involved in addressing Russia's child welfare issues? Why/why not? Are there similarities between Russia's social problems and social problems in your community/country? Explain.

3. What policies are in place to protect the Russian children? Have students refer to the second website to research the U.N. Convention on the Rights of the Child, the most widely ratified human rights treaty in history. As a class, discuss the history and significance of the treaty. Have each student write an essay about whether or not the Russian Federation is in violation of this treaty. Direct students to support their opinions by citing and analyzing specific articles of the treaty.

LINKS:
http://www.unicef.org/crc/conven.htm
http://www.nisw.org.uk/int/news/jan967.html

Did You Know? : North Korean Ship

1. Locate North and South Korea on a map. When were these countries established? Why is the maiden voyage of the Kumakang luxury liner significant? How much money did the Hyundai Group pay North Korea for the right to operate tours in North Korea? What rights did the Hyundai Group obtain from North Korea?

2. What are the current forms of government in North and in South Korea? Why is the North Korean government allowing South Koreans to tour their country? How will the Hyundai Group benefit from this venture? How might North and South Korean civilians benefit from the tourism?

3. Using multimedia resources, have students investigate the history of Korea during the last 60 years. As a class, create a timeline identifying the significant events in North and South Korea since the onset of the Korean War. Conduct a discussion about current political, military and socioeconomic issues in North and South Korea. Divide the class into two groups to debate the following question: Considering the sensitive nature of the current politico-military situation, should the Hyundai Group be conducting tourism in North Korea?

LINKS:
http://coombs.anu.edu.au/WWWVL-AsianStudies.html
http://violet.berkeley.edu/~korea/koreanwar.html
http://www.hyundai.net/
http://cnn.com/
http://www.historychannel.com/

Culture Watch : ANTZ Animator

1. What type of technology was used to produce the movie ANTZ? Who is Raman Hui? In what way did this movie advance the field of computer animation? Which famous actors did the voices of the main characters?

2. What are your favorite animated characters from television and movies? Why? How has computer technology changed the process of producing animation? Why is animation a popular format?

3. Have students utilize multimedia resources, including the websites listed below, to investigate the history of animation. Divide the class into three groups to prepare a multimedia presentation about either cell animation, stop-frame clay animation or computer animation. Direct groups to focus on

the creative and technical processes used for each method of animation, and to include examples of the animation in their presentation. As a class, identify the different commercial uses for animation. Which types of animation do the students prefer? Why?

4. Have students work in groups to develop an idea for an animated cartoon or commercial. Have each group develop a story, characters and a storyboard. Have students refer to the third website for technical information about animation and drawing tutorials. Have each group present its project to the class.

LINKS:
http://www.pdi.com/
http://haas.berkeley.edu/~lkim/animation.html
http://www.geocities.com/Hollywood/Studio/9830/animating/animate.htm

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EDITOR'S NOTE:
social worker
UNICEF
Moscow
maiden voyage
Hyundai Group
Korean War
Raman Hui
tedious

NEWSROOM CHRONICLE

Polar Bears (Part I) : Polar Bears (Part I)

1. What regions are the natural roaming grounds for the polar bear? What is the primary food of the Canadian polar bear? Why has it been so long since these bears have eaten? Describe the physiological state of these polar bears. How does it compare to hibernation experienced by other bear species?

2. Where is the main resting ground for Canada's polar bears? How has the town of Churchill capitalized on the bears' habits? How do the bears react to tourists? Why are the tour companies under strict government regulation?

3. What does Dr. Ramsay think might happen to the polar bear if climate changes forced the bears to fast even longer than they have this year? As a class, discuss how climate changes would have similar effects on other species.

4. Have students work in groups to research facts about polar bears. Groups will want to learn more about the polar bear's characteristics, diet, habitat, migration, behavior and any other information they think is important. Assist the class in using their information to design and create a polar bear website.

LINKS:
http://www.seaworld.org/polar_bears/pbbigindex.html
http://www.polarbearsalive.org/what.htm
http://www.nps.gov/bela/html/polar.htm
http://www.churchillnaturetours.com/polarbear.html

EDITOR'S NOTE:
Churchill
Hudson Bay
Arctic
physiological
hibernating
migration
habitat
carnivore

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 8, 1998

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:20... 02:35
Top Story ... 02:10... 04:45
Today President Clinton's lawyers have their chance to testify on Capitol Hill.

YOUR DAILY DESK ... 00:40... 05:25
International Desk ... 02:20... 07:45
"Carmen-Palestine" receives thunderous applause in culturally deprived and poverty-stricken Gaza.

New Desk! ... 00:40... 08:25
Watch for the Health Desk beginning January 5th!

WORLDVIEW ... 00:20... 08:45
Who's Who? ... 11:05... 19:50
Here's a look at a day in the life of the Dalai Lama, the exiled spiritual leader of Tibet.

NEWSROOM CHRONICLE ... 00:30... 20:20
Polar Bears (Part II) ... 03:30... 23:50
The "Polar Bear Alert" program keeps curious humans and polar bears a safe distance from each other.

Space is the Place ... 01:15... 25:05
Astronauts begin a tough construction job in space.

Look Ahead ... 00:45... 25:50
Dec. 17th: The Wright Brothers

CNN NEWSROOM CLOSE ... 02:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Investigating the President

1. What was the task assigned to Independent Counsel Ken Starr? According to Ken Starr, what does the evidence prove? Who else has testified before the House Judiciary Committee? What does Committee Chair Henry Hyde want to hear today when the President's defense team testifies? Do you think he will get his wish? Why/why not?

2. Why are many congressional representatives hoping to hear a "factual defense" on behalf of the President? What does this mean? Discuss some of the strategies White House defense attorneys are expected to pursue. Does the defense team believe it will be able to change any minds on the issue of impeachment? Explain.

3. Most political analysts agree that President Clinton's fate lies in the hands of a few dozen moderate Republicans and a handful of moderate Democrats in Congress. Tell students to pretend that they are among this pivotal group of representatives who so far have expressed neither support for nor opposition to impeachment. Have students research the evidence that Mr. Starr brought to Capitol Hill and share their findings. Then have students follow news coverage of the proceedings this week to hear the President's side of the story. At the end of the hearings, have each student write a brief speech indicating how he/she would vote on the issue of impeachment and why.

   EXTENSION: According to polling data, the majority of Americans oppose impeachment of President Clinton. Do students think polls should be a factor in a congressional representative's vote on impeachment? Discuss.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/12/07/impeachment/
http://cnn.com/ALLPOLITICS/stories/1998/12/07/poll/

EDITOR'S NOTE:
Articles of Impeachment
"factual defense"
olive branch
perjury
Paula Jones
counsel
summation
confrontational

YOUR DAILY DESK

International Desk : Gaza Opera

1. Who sponsored this event? Who played the leads in "Carmen-Palestine"? Who played the roles of the gypsy children? In what language was the opera sung? What modifications have been made to the classic? Why? How did the largely Palestinian audience respond to the performance?

2. Why would the French Government Cultural Center in Jerusalem and the United Nations Development Program sponsor such an event? Many of the 8- to 10-year-old children in the chorus were from the refugee camps of Gaza, "a cauldron of unrest against Israeli occupation." Why were these children especially good candidates for parts in the opera? The Swiss sent a string ensemble to play classical music in the DMZ between North and South Korea (See CNN NEWSROOM 11/20/98). Now the French and United Nations have arranged for Bizet's "Carmen" to be performed in Gaza. It has been said, "Music has charms to soothe a savage breast."(William Congreve). Do you feel that this video supports this sentiment? Explain.

3. Direct the class to brainstorm and choose a conflict, either within their school/community, or within the world at large. After the selection of the conflict, divide the class into small groups. Direct each group to plan a cultural event for those involved in the conflict. Have each group

choose an artistic medium: Art, music, dance, or other. Then each group should plan a program involving the parties concerned. The goal of the program should be to have the conflicting partise work more effectively with one another, hopefully helping to achieve a peaceful solution to their mutual conflict. Have each group present its plan and ask the rest of the class to evaluate each one.

LINKS:
http://cnn.com/WORLD/meast/9811/22/gaza.opera.reut/index.html
http://cnn.com/WORLD/meast/9811/28/clinton.mideast.ap/index.html
http://www.pal-plc.org/english/english.htm
http://www.pna.org/mininfo/
http://cnn.com/WORLD/struggle_for_peace/background/

EDITOR'S NOTE:
Islamic tradition
Gaza
Palestinian Authority
"Carmen"
refugee
adaptation

WORLDVIEW

Who's Who? : Who's Who?

1. Although the Dalai Lama lived with his parents in northern Tibet until he was two, many believe that he is the reincarnation of the 13th Dalai Lama. What are some of the other roles ascribed to the current Dalai Lama? In the interview, what/who does he say he is? What is he doing (besides answering questions) in the video?

2. The 1997 movies "Kundun" and "Seven Years in Tibet" both tell the story of China's taking over Tibet and the Dalai Lama's exile in northern India. The first website below relays the biography of the Dalai Lama. The fifth website alludes to the Dalai Lama's dilemma. What is his current "dilemma" as political and spiritual leader of Tibet? Assist students in conducting research to answer these questions in class discussion.

3. Relate the following to your class: In 1989 the Dalai Lama received the Nobel Peace Prize. In that press release, the Committee wanted to "emphasize the fact that the Dalai Lama in his struggle for the liberation of Tibet consistently has opposed the use of violence. He has instead advocated peaceful solutions based upon tolerance and mutual respect in order to preserve the historical and cultural heritage of his people." Discuss the results of the Dalai Lama's non-violent resistance in Tibet. Have students use the second, third, and last websites below as the basis for a discussion about the Dalai Lama's current campaign to return to Tibet and his efforts to secure help in the United States.

4. Dr. Martin Luther King, Jr. won the Nobel Peace Prize in 1964 for his non-violent efforts to secure equal rights for African Americans in the United States. The Peace Prize was never given to Gandhi. Ask students to research the work of the these two men and of the Dalai Lama. (The sixth and seventh websites below should be helpful.) Then instruct each student to write an essay comparing and contrasting the efforts of the three men on behalf of their respective peoples.

LINKS:
http://www.nobel.se/laureates/peace-1989-1-bio.html
http://cnn.com/WORLD/asiapcf/9811/08/dalai.lama/index.html

http://cnn.com/US/9805/03/buddhist.dissension/index.html
http://www.peacejam.org:8001/peacejam/lama/lama.html
http://www.tibet.com/NewsRoom/dilemma.html
http://www.almaz.com/nobel/peace/1964a.html
http://www.engagedpage.com/gandhi.html

EDITOR'S NOTE:
Dalai Lama
Buddhism
Tibet
dilemma
reincarnation
Nobel Peace Prize

NEWSROOM CHRONICLE

Polar Bears (Part II) : Polar Bears (Part II)

1. Describe Wayde Roberts' job. When is he busiest? Why? What is "Polar Bear Alert"? Why must polar bears who roam into town be caught? What happens to the bears once Mr. Roberts' team captures them? Explain why the bears are not fed while they are kept in the holding bins. Do you think depriving the bears of food is cruel or necessary? Explain. In spite of these circumstances, why do you think some bears are "repeat offenders"?

2. Although they appear to be cute, polar bears can be very ferocious creatures, as we have seen in this series. Remind students of this fact, then ask them what kind of information they would like to have on hand if they were embarking on a polar bear tour to Churchill. Have students work in groups to conduct research about the polar bear's characteristics and what people should know about polar bears. Have students share their findings and discuss what safety tips they'd like to have if they were headed for the "polar bear capital of the world."

LINKS:
http://parkscanada.pch.gc.ca/parks/nwtw/auyuittuq/english/polar3e.htm
http://www.polarbearsalive.org/facts3.htm
http://www.polarbearsalive.org/facts4.htm

Space is the Place : Space is the Place

1. What were astronauts Jim Newman and Jerry Ross doing in space yesterday? Why are spacewalks potentially dangerous operations? What safety features are in place to make the walk less of a risk to the astronauts? How did they prepare for this mission? When is the first crew expected to begin living aboard the ISS?

LINKS:
http://cnn.com/TECH/space/9812/07/spacewalk.01/

EDITOR'S NOTE:
Polar Bear Alert
surveillance
tranquilizer

immobilize
Jim Newman
Jerry Ross
tether
module

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CNN NEWSROOM Guide

December 9, 1998

**Check out special encore broadcasts of HOUDINI,
TONIGHT at 8 pm ET and Dec. 13 at 3:30 pm ET.
For our Educator's Guide, go to http://learning.turner.com/houdini.**

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:15... 04:30
Day One of the President's defense appears to have had little impact on House Judiciary Republicans.

YOUR DAILY DESK ... 01:10... 05:40
Business Desk ... 01:45... 07:25
Low prices are luring investors into the market for precious metal coins.

WORLDVIEW ... 00:30... 07:55
Inside Europe ... 04:45... 12:40
Two British journalists provide an insider's look at the life and accomplishments of Prince Charles.

FYI ... 02:30... 15:10
Global warming is destroying coral reefs around the world.

Wild Kingdom ... 02:15... 17:25
Scientists discover Sauropod dinosaur embryos in Argentina.

NEWSROOM CHRONICLE ... 00:30... 17:55
After the Bell ... 02:05... 20:00
What government assistance is available to students looking for help with college costs?

Heroes for the Planet ... 03:45... 23:45
Russell Mittermeier believes preserving the rain forests is "the right thing to do."

Our World ... 01:45... 25:30
A young woman in California is making a difference in the lives of children around the world.

CNN NEWSROOM CLOSE ... 02:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

40

Top Story : Investigating the President

1. What are the three branches of the U.S. government? Why is there a system of "checks and balances" among them? Direct students to demonstrate their understanding of this principle by having them bring in news articles that illustrate checks and balances in action (for example, the president's appointment of a federal judge, congressional approval of a presidential appointee, etc.). Discuss how the current impeachment proceedings are one example of checks and balances.

2. How would you summarize the tone of yesterday's hearings? What did those speaking in defense of the President have to say? What was the basis of their assertions? How was this testimony received by Republican and Democratic members of the Judiciary Committee?

3. Who is tomorrow's "surprise witness?" Why do you think the White House chose him to testify? Do you think this is a good strategic move on the part of the President's counsel? Why/why not?

4. Direct students to read articles and watch news reports of Day #1 of the White House defense team's presentation. Then have each student write a brief paper stating whether his/her views on impeachment have been swayed one way or the other as a result of the testimony.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/12/08/impeachment/
http://cnn.com/ALLPOLITICS/stories/1998/12/08/clinton.apology/

EDITOR'S NOTE:
checks and balances
impeachment
Watergate
republic
contrition
"erroneous"
evasive
William Weld

YOUR DAILY DESK

Business Desk : Precious Metal Coins

1. What are some of the most popular ways that people invest their money? Why do many choose to invest in gold and silver coins? Why are precious metal coins a hot commodity at present? According to the investment manager interviewed in the video, why are precious metal coins not a good investment for everybody?

2. Invite a stockbroker or financial planner to address the class on the different kinds of investments and the risks associated with each. Then ask the expert to identify the advantages to each kind of investment. After the presentation, divide students into groups. Give each group $100,000 in play money to "invest." Tell them they may divide their investments among various stocks, bonds, precious metals, etc., or choose to put it all in one place. When groups have made their decisions, have them record their initial investments and explain the rationale for their decisions. Have the groups chart the activity for each investment over the next several weeks. At the end of the designated time period, have each group present its activity chart and discuss what happened its initial investment of $100,000.

3. Use this segment as an opportunity for research and discussion into the gold standard. Have students research the gold standard as the former backing for U.S. currency and the reasons why it was abandoned, and share their findings. With what is the U.S. dollar backed now? In spite of this "promise," why is the dollar still the currency of choice in world markets? Discuss.

LINKS:
http://www.numismaticproperties.com/main.htm
http://www.usmint.gov/Bullion/Bullion.cfm
http://www.ex.ac.uk/~RDavies/arian/origins.html
http://tqd.advanced.org/3298/NoFrames/doc/metal.html

EDITOR'S NOTE:
volatility
global markets
medium of exchange
tangible assets

WORLDVIEW

Inside Europe : Prince Charles

1. What royal title does Prince Charles hold in Britain? According to the video, how has Prince Charles been portrayed by the media? Why? What are some of Prince Charles' attributes and accomplishments?

2. How do people become celebrities? Why are people so interested in celebrities? How does the media influence the public's perception about people and issues? Why has the public's perception of Prince Charles become more positive since the death of Princess Diana? Did this video influence your perception of Prince Charles? Explain.

3. Have students share what they know about the political structure of England. Define the term "commonwealth." Students should know that the (English) Commonwealth is comprised of fifty-three countries, including Canada, Australia, and some of the Pacific and Caribbean Islands. Help students brainstorm a list of factual and open-ended questions that they can answer to learn about the modern British Monarchy and its role in British government. The fourth website listed below provides information about inquiry-based teaching strategies. Direct groups of students to investigate and answer these questions. Have each group present its findings to the class.

LINKS:
http://cnn.com/books/news/9812/03/charles.junor/index.html
http://www.royal.gov.uk/
http://www.princes-trust.org.uk/&qry=Prince%27s+Trust&HB
http://www.bsu.edu/burris/iwonder/strategies/strategies.html

FYI : FYI

1. What is a coral reef? What is happening to coral reefs around the world? What is Reef Check 98? What can governments and individuals do to prevent coral reefs from dying of heatstroke?

2. What is an ecosystem? What is global warming? How does the rate of energy consumption affect the level of greenhouse gas emissions? Why do you think so many people are reluctant to modify their lifestyles to prevent global warming? Do you think kids can help prevent global warming?

Explain.

3. Have students refer to the following websites to investigate factors, in addition to global warming, that threaten to destroy coral reefs. Divide the class into two groups to develop a multimedia presentation about either the Great Barrier Reef or the coral reefs of the Red Sea Riviera. As part of their presentations have each group create two charts depicting how the reefs' ecosystems and the respective economies would be impacted if these coral reefs were to become extinct. Have each group present its findings. Discuss what is being done to protect and revitalize these marine ecosystems.

LINKS:
http://www.igc.org/wri/indictrs/reefheal.htm
http://www.coral.org/Facts.html
http://www.mnps.act.edu.au/crlreef.html
http://cnn.com/TECH/science/9811/30/reefs.yoto/index.html

Wild Kingdom : Dinosaur Eggs

1. What types of fossils were discovered in Argentina? How old are the dinosaur eggs? Why is the discovery of these dinosaur eggs significant? How did these dinosaur eggs become fossilized?

2. What do fossils reveal about earth's history? How will the discovery of the Sauropod eggs enhance scientists' understanding about dinosaurs? Why do you think people are interested in dinosaurs?

3. Direct students to use multimedia resources to learn about Sauropods and their environment during the Jurassic period. As a class, design a habitat for the Sauropods. Divide your class into groups. Have each group prepare a multimedia presentation about one of the following aspects of the Jurassic period: The geography, topography, climate, plants or animals. Have each group report its findings. Discuss how the Sauropod was adapted for its environment, i.e., what it ate, its predators and how it protected itself. What geological changes occurred during the Jurassic period? In what ways could these changes have impacted the life of the Sauropods?

4. Refer to the second website to learn about extinction. Divide your class into groups. Have each group research one of the scientific theories about why dinosaurs became extinct. After each group has presented its findings, poll the class to see which theory students support.

LINKS:
http://www.nationalgeographic.com/dinoeggs/index.html
http://www.zoomdinosaurs.com/

EDITOR'S NOTE:
Prince of Wales
sovereign
Princess Diana
Red Sea
South China Sea
ecosystem
Sauropod
embryo

NEWSROOM CHRONICLE

After the Bell : After the Bell

1. What information is used to determine financial aid packages for college students? What are the different kinds of financial assistance available from the federal government? Approximately how much assistance can a family of four with an income of $40,000 expect for a first-year college student? What good news is also available for student loan recipients who are repaying existing loans?

2. Have students interview guidance counselors and consult other resources to learn more about college financial assistance available to students in your community. If your state has a pre-payment tuition plan or scholarship plan, have a group of students find out more about these opportunities. Then assist the class in using the information gathered to create a website with links to resources about financial aid for college-bound students.

LINKS:
http://www.finaid.org/
http://www.collegeboard.org/

Heroes for the Planet : Heroes for the Planet

1. Who is Russell Mittermeier? Why is he a "Hero for the Planet"? What step did the government of Suriname take to preserve its rain forests? How did Mr. Mittermeier and Conservation International help? Why does Mr. Mittermeier feel that protecting trees is worth the effort?

2. How is the Suriname rain forest an example of "hectic biology"? According to Mr. Mittermeier, why should people not accept the extinction of a species as an inevitable occurrence? Why do you think Russell Mittermeier is so comfortable among the people and the ecosystem of Suriname's rain forest?

3. Ask students to consider who they might nominate as a "Hero/Heroine for the Planet." It could be a relatively unknown individual whose focus is the local environment, or an internationally-known person. Have students gather specific information on their nominees' contributions and write essays describing their choices and rationale for their nomination.

LINKS:
http://www.sltrib.com/1998/jun/06181998/nation_w/39128.htm
http://www.austin360.com/news/003world/06june/18/18suriname.htm
http://www.rain-tree.com/news.htm

Our World : Operation Christmas Child

1. Who is Veronica Pomeroy? What is she doing to make a difference in the lives of young people around the world? What relief organization supports her in this effort? How does Veronica get others involved? Why does she devote her time to this cause? If any of the students in your class volunteer, ask them to describe for the class what they get from the experience.

LINKS:
http://www.samaritan.org/occhome.htm

EDITOR'S NOTE:
Pell Grant
subsidized
work-study program

Russell Mittermeier
Suriname
extinction
Operation Christmas Child

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CNN NEWSROOM Guide

December 10, 1998

The HEALTH DESK airs every Tuesday beginning Jan. 5th!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:40... 02:55
Top Story ... 04:05... 07:00
TEACHERS: PLEASE PRESCREEN THIS SEGMENT FOR CONTENT
-Republicans draft Articles of Impeachment.
-How do voters react when presidents lie?

YOUR DAILY DESK ... 00:30... 07:30
Science Desk ... 02:00... 09:30
Researchers think monkeys may have a natural knack for numbers.

Science Desk Extra ... 02:30... 12:00
The Mars Climate Orbiter is the next major project on NASA's agenda.

WORLDVIEW ... 00:30... 12:30
Top of the World ... 02:20... 14:50
North Korea opens a scenic mountain to a group of visiting South Koreans.

Wild Kingdom ... 03:50... 18:40
Spain's wolf population is the largest in western Europe - but for how long?

Wild Kingdom ... 02:50... 21:30
These reindeer are experiencing a problem that has nothing to do with Christmas!

Check It Out! ... 01:15... 22:45
Phoenician vessel found in the Mediterranean.
Ancient artifacts and remains unearthed in Mexico.

NEWSROOM CHRONICLE ... 00:50... 23:35
Impeachment Roundtable ... 02:45... 26:20
A return to one high school classroom shows that few minds have changed on the issue of impeachment.

CNN NEWSROOM CLOSE ... 01:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

46

TODAY'S NEWS

Top Story : Investigating the President

1. On Day Two of the White House defense presentation, how did President Clinton's lawyers evaluate his handling of an improper relationship? Why do they claim it is not an impeachable offense? How do the lawyers explain President Clinton's "misleading" others about his conduct?

2. What is censure? Who has drafted a resolution of censure in the House of Representatives? If the Democrats are convinced that President Clinton did nothing seriously wrong, why do you think they are promoting some form of punishment for him? If you were a congressional representative who was also a supporter of the president, would you vote to censure him? Why/why not?

3. Why are the Judiciary Committee Democrats angry at their Republican counterparts? When were these articles drafted? What are the four major charges contained in the Articles of Impeachment? Direct groups of students to consult the websites below for the text of the Articles of Impeachment as well as the Resolution of Censure. In class discussion, compare the language and intent of each.

4. According to CNN Correspondent Bruce Morton, which U.S. presidents have lied? Of the examples he gives, did any of these presidents lie under oath? Were any punished for lying? Explain. In each case he gives, how did voters react to this behavior? Do you think it matters whether a president lies about policy or private life? Explain. Do you think American voters are generally accepting of presidents who do not tell the truth? State the rationale for your opinion. The Resolution of Censure drafted by Democrats on the House Judiciary Committee states that "implict in that oath (of office) is the obligation that the President sets an example of high moral standards and conduct himself in a manner that fosters respect for the truth..." Do you agree with this statement or do you think it is unfair to hold a president to a higher moral standard? Explain.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/12/09/articles.docs/
http://cnn.com/ALLPOLITICS/stories/1998/12/09/censure.resolution/

EDITOR'S NOTE:
perjury
Articles of Impeachment
abuse of power
subvert
censure
obstruction of justice

YOUR DAILY DESK

Science Desk : Counting Monkeys

1. What new ability have researchers at Columbia University found rhesus monkeys capable of developing? How did they cultivate this ability in the monkeys? What rewards and punishments did they use in this research?

2. From what you saw in the story, do you think the monkeys understand the "largeness" of higher numbers as compared to lower ones or that they have learned a sequence or pattern? How correlative do you think this research is to learning patterns in human babies? How does finding

this capability affect the way you think and feel about these monkeys?

3. How would the methods used in the Columbia University research have to be modified to investigate how human babies learn to count? Working in small groups have your students devise an experiment to examine how a one- to two- year-old human baby learns to count. Have them write down the procedures so that another group could do the same experiment. Before they begin, ask them to distinguish between what constitutes counting and what constitutes sequencing by defining both. Within their experimental design have them explain how their experiments will demonstrate one and rule out the other. Have the groups share their experiment designs with the class and discuss their relative validity and accuracy. As an extension, invite group members with younger brothers and sisters to try these at home and share the results.

LINKS:
http://cgi.pathfinder.com/time/daily/0%2C2960%2C15398%2C00.html
http://news.bbc.co.uk/hi/english/sci/tech/newsid_199000/199227.stm

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EDITOR'S NOTE:
abstract understanding
rhesus monkeys
procedure
trial and error

Science Desk Extra : Science Desk Extra

1. What is the purpose of the Mars Climate Orbiter? Why is finding water on the Red Planet so important to NASA scientists? When is the Orbiter expected to reach Mars? What is aerobraking? How will the Orbiter use aerobraking to position itself to gather information? What is the second component of this Mars mission? When will it be launched?

2. How will Orbiter function in its first three months over Mars? After that, how will the Orbiter determine daily and seasonal weather patters on Mars? When it is finished gathering data, what task will the Orbiter perform? Why do you think it is important that NASA showcase the Orbiter as a multi-functional craft?

LINKS:
http://nssdc.gsfc.nasa.gov/planetary/planets/marspage.html
http://mars.jpl.nasa.gov/msp98/orbiter/

EDITOR'S NOTE:
Mars
aerobraking
friction
poles
radio relay
GOES

WORLDVIEW

Top of the World : Visiting North Korea

1. Lee Jong-sung is visiting Kumkang Mountain for the first time in over forty years. Why has she not been able to visit the land of her birth in such a long time? Whom did she leave behind in North Korea? How much freedom were the South Korean tourists given during their tour?

2. How did the relationships between the tourists and the North Koreans change by the end of the tour? How did the tourists feel about North Korea? Do you think North and South Korea will ever reunite? Why or why not?

3. Ask students to assume the role of Lee Jong-sung or another South Korean - born in North Korea, returning, as a tourist, for the first time since 1953. Ask each student to write a journal with at least five entries, one anticipating the trip to Mt. Kumkang, three while on the bus tour, and one after returning to South Korea.

4. If students have watched Episode 5 of CNN's **COLD WAR** you might use this opportunity to review the Korean War and its lack of conclusion or armistice. (See the last website below.) This segment also relates to a similar story with questions and activities in the CNN NEWSROOM Guide for December 7, 1998.

LINKS:
http://www.travel-library.com/asia/north_korea/
http://www.travel-library.com/asia/north_korea/trip.bakker.html
http://www.dpr-korea.com/english.html
http://www.scf.samsung.co.kr/english/kac/call/ss05.html
http://www.kotra.co.kr/todaynews/data/19980828.html#1
http://www.hyundai.net/news/980826.html
http://www.cnn.com/SPECIALS/cold.war/episodes/05/

Wild Kingdom : Spain's Wolves

1. Why do the wolves not bother the shepherds in Castilla? What kinds of livestock do the Basques in Spain raise? Why do the Basques find the wolves a menace to their herds? What are the Spanish laws regarding the killing of the wolves?

2. Why are wolves being protected? It has been suggested that man's viewpoint toward wolves has been affected by children's fairy tales in which the wolf was the villain. The International Wolf Center has various educational projects to counteract this bias. Do you feel that the wolves have been threatened by biases created by children's fairy tales? Why or why not? How might you feel about wolves if you were a Basque herdsman?

LINKS:
http://cnn.com/TECH/science/9812/04/spain.wolves/index.html
http://www.we.lc.ehu.es/BasqueCountry/PaisVasco.html
http://www.teleport.com/~wnorton/wolfmisc.html
http://www.wolf.org/bb/bb.html

Wild Kingdom : Sweden's Wolves

1. What animals do the Sami in Sweden herd? What are some of the predators they have traditionally combated? What predator has become a problem in the last 20 years? How does the local peoples' attitude toward these predators differ from their acceptance of lynx and bears? In addition to the killing of reindeer, what other problems have there been with wolves in Sweden?

2. Why have wolves been protected, in Sweden, in the United States, and in many other countries of the world? Generate a class discussion around these questions: Do you think there a point when animals should be/are taken off the endangered species list? Do you think the needs of people

often set aside in favor of the concern for endangered species? How do you feel about the complaints of the Sami?

3. Using the fourth website below, have students read others' views about wolves, and post their comments on a bulletin board dealing with problems of "wolf management."

LINKS:
http://www.itv.se/boreale/samieng.htm
http://www.samefolket.se/laante.htm
http://www.wolf.org
http://www.wolf.org/bb/bb.html
http://www.poky.srv.net/~jjmrm/downlist.htm

EDITOR'S NOTE:
barbed wire
North Korea
South Korea
Basque
carrion
predators
lynx
reindeer

NEWSROOM CHRONICLE

Impeachment Roundtable : Impeachment Roundtable

1. What reasons do some students in Mr. Reason's class give for their opposition to impeaching President Clinton? Why is Allison still in favor of impeachment? Has President Clinton's defense team's presentation had an impact on any students' opinions? Explain. Has the defense team's presentation had an impact on your opinion? Explain.

2. With what political party do most students in this class identify? Do the students think their political party preference has anything to do with their opinions on impeachment? Do you think it does? State your rationale. What do students give as some of their reasons for continuing to support President Clinton?

3. Now that students have heard both Ken Starr and President Clinton's defense witnesses speak, what do they think? Have students review what has transpired before the Judiciary Committee and share their findings. Then have each act as a member of the committee and write a journal entry describing his/her feelings at this point and the basis for those views.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/12/09/as.it.happens/

EDITOR'S NOTE:
federal offense
testimony
morally wrong
standards

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 11, 1998

**Check out special encore broadcasts of HOUDINI,
Dec. 13 at 3:30 pm ET and Dec. 16 at Midnight.
For our Educator's Guide, go to http://learning.turner.com/houdini.**

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 03:00... 05:15
TEACHERS: Please preview this segment for content.
The House Judiciary Committee wraps up hearings and heads into the weekend arguing Articles of Impeachment.

In the Headlines ... 00:50... 06:05
50 YEARS OF HUMAN RIGHTS

YOUR DAILY DESK ... 01:05... 07:10
Editor's Desk ... 02:20... 09:30
A cultural exchange program allows Iranian women to share their filmmaking with the U.S.

WORLDVIEW ... 00:25... 09:55
Political Front ... 02:55... 12:50
Germany's new chancellor vows to lower taxes and reduce unemployment.

Did You Know? ... 03:05... 15:55
A government-subsidized experiment in reforestation hopes to become a self-sustaining model.

Where in the World? ... 02:30... 18:25
The American Nautilus Institute teaches North Koreans to generate electrical power with windmills.

NEWSROOM CHRONICLE ... 00:40... 19:05
"Dying to Tell the Story" ... 07:20... 26:25
Amy Eldon, whose brother Dan died covering the war in Somalia, profiles journalists in the line of fire.

CNN NEWSROOM CLOSE ... 01:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

52

Top Story : Investigating the President

1. According to investigator David Schippers, what evidence exists that warrants the impeachment of President Clinton? How did the White House respond to Mr. Schippers' charges? Who is Abbe Lowell? What points did he make in his efforts to sway the Judiciary Committee away from impeachment? Explain how he used the analogy of a fire extinguisher to illustrate the magnitude of a vote for impeachment. Do you consider this situation a constitutional "emergency"? Why or why not?

2. In class discussion have students summarize the comments of Representatives McCollum and Frank in the video. Then have students learn more about the other members of the House Judiciary Committee by consulting the second website below and discuss how some of these members are most likely to vote on the issue of impeachment. Ask students: If you could spend five minutes alone with one of these representatives, what would you say to him/her regarding the issue of impeachment? Challenge each student to choose one of the Judiciary Committee members and either create a roleplay with another student acting as that representative or write a letter to the representative, expressing the student's views on impeachment. Have student volunteers share their ideas with the class.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/12/10/impeachment.01/
http://cnn.com/ALLPOLITICS/resources/1998/lewinsky/judiciary.profiles/

In the Headlines : In the Headlines

1. What is the Declaration of Human Rights? How did the UN commemorate the Declaration's fiftieth anniversary yesterday? As a class, read the text of the Declaration of Human Rights by consulting the website below. What similarities does it bear to documents with which most students in the U.S. are familiar, such as the Declaration of Independence, the Constitution, and the Bill of Rights? Why do students think many nations have not adopted similiar guidelines? Discuss.

LINKS:
http://www.un.org/Overview/rights.html

EDITOR'S NOTE:
deposition
deliberations
recollection
David Schippers
Abbe Lowell
compelling
declaration
human rights

YOUR DAILY DESK

Editor's Desk : Iranian Filmmakers

1. From what country are the women filmmakers in the video? According to the video, why is important that these women are teaching in America? What do they hope Americans will learn from their films? From what you saw in this video, how do Iranian films differ from Hollywood

films? Explain. What is the message Iranian films give to the world?

2. In order to understand the lessons these Iranian filmmakers want to impart, the students need to know something about the status of women in modern Iran. Using the Internet, let the students find answers to discussion questions: What is the state religion of Iran? How does the religion affect the way women dress? Are women allowed to attend school, to work, to drive? Are there other countries in the world that control women through religion? Discuss why it is significant that Iranian women are making films. How else do women contribute to the economy, to the culture, to the arts in Iran?

LINKS:
http://www.iranian.com/Women/Arts/index.html
http://www.iranian.com/Dec96/Opinion/Women/Women.html
http://www.iranian.com/Dec96/Features/LetterAmerica/LetterAmerica.html
http://www.iranian.com/May96/Features/UnVeil.html
http://www.cc.columbia.edu/cu/pr/19308.html

EDITOR'S NOTE:
cultural exchange
fundamentalist
Iran
empower
censors
themes
feature films

WORLDVIEW

Political Front : Germany's Chancellor

1. To what position was Gerhard Schroeder elected? How long was Helmut Kohl chancellor? To what position in the US government is this position related? What is the biggest problem in Germany? What does Schroeder promise to do about the problem? Why will taxes on gasoline increase? What kind of coalition did Schroeder form? According to Chancellor Schroeder, to what three things is Germany committed? In the video, the reporter says "while some...had disagreed with the United States in the past, they now share a deep friendship and understanding..." What do you think might have changed the German minds about the United States?

2. Divide the class into 5 groups to research the Internet about the 5 major German political parties that dominated the election (Green Party, Free Democratic Party, Party of Democratic Socialism, Christian Democrats, Social Democrats). Have each group determine its party platform, its campaign promises, party leaders, and party alliances. Let the groups each hold "campaign rallies" with a party leader introducing the candidate who gives a speech (other members of each group can make posters, design flyers to hand out, and support their candidate during his speech by "cheerleading"). Then have an election by hand count for the most persuasive party rally.

LINKS:
http://news.bbc.co.uk/hi/english/world/europe/newsid_83000/83086.stm
http://www.fas.org/man/crs/91-018.htm
http://www.wsws.org/news/1998/aug1998/ger-a27.shtml

Did You Know? : Cuba's Forest Preserve

1. This video is about Sierra Del Rosario, a "biosphere reserve." What is a biosphere reserve? Who started Sierra Del Rosario? What was the land like 30 years ago? Does anyone live in the area? Explain. How is the reserve financed now? How does the government plan for the area to support itself in the future? Do you think environmentally- friendly communities like this can be started elsewhere? Why or why not?

2. Using the links below, have the class research biosphere reserves to find out what they are, where in the world they are, how they differ from other "wildlife reserves" and what function the United Nations has in maintaining and promulgating them. Have the students share their findings as a large group; let some students plot the locations on a global map, while others delineate the importance of these projects economically, environmentally and socially.

LINKS:
http://www.horizontes.cu/i_na_sor.html
http://www.conservation.org/science/cptc/capbuild/unesco/cen_am/cuba/default.htm
http://www.conservation.org/science/cptc/capbuild/unesco/reserves.htm
http://www.odci.gov/cia/publications/factbook/cu.html
http://gurukul.ucc.american.edu/TED/CUBA.HTM
http://www.geocities.com/RainForest/7125/link.html
http://www.si.edu/organiza/centers/stri/forest/ctfs.htm

Where in the World? : North Korea Windmills

1. What product is the Nautilus Institute sharing with North Korea? How do the windmills help the North Koreans? In the video, the Nautilus Institute offers several results to be obtained other than just electricity--name and discuss them. Do you think that teaching the North Koreans how to make electricity can build trust? Explain.

2. Have the students use the Internet or the library to find out what windmills are, how they are used for alternative sources of energy, and where they are best used. Then using websites below and other resources, have the students build models of windmills, or draw designs for them.

LINKS:
http://sln.fi.edu/tfi/units/energy/buildwindmill.html
http://www.lexitech.com/bobrich/windmill.htm
http://encarta.msn.com/index/conciseindex/13/013c6000.htm
http://interoz.com/lubbock/WINDMIL.HTM
http://rotor.fb12.tu-berlin.de/windbooks/gasch3.eng.html

EDITOR'S NOTE:
coalition
innovative
biosphere reserve
ecotourism
UNESCO
hectares
tangible
adversary

NEWSROOM CHRONICLE

"Dying to Tell the Story" : "Dying to Tell the Story"

1. Who is Amy Eldon? Why did she decide to make a documentary about journalists working in war zones? Why do you think some journalists are willing to risk their lives to tell the stories from these regions? In the video we learn that Dan Eldon was happiest when he was working in Somalia, and that he "was also driven by a higher purpose, to put a face on human suffering so that the world would take notice." Describe how Dan "put a face on human suffering." Did his work get noticed? Explain. In that sense, do you think his mission in Somalia was a successful one? Explain.

2. Describe some of the emotions journalists and photojournalists encounter as they cover news in war-torn areas like Bosnia and Somalia. Why, according to one journalist, are the journalists sometimes thought of as "monsters"? How can the work of a journalist also be a catalyst for positive change?

3. Amy Eldon talks about the positive effects of a photojournalist's work when the pictures help to "change policy." Generate a class discussion about what she means. Challenge students to search news publications for photographs that could "change policy." Have each student present his/her photo, discuss its significance and explain how it could prompt a change in policy.

4. Approximately how many journalists are killed each year as they cover wars around the world? What happened to Dan Eldon? The Newseum in Arlington, Virginia, has a memorial dedicated to fallen journalists. If a similar memorial could be built in your community, how do you think it should look? What inscription or title should it bear? Challenge students to work in groups to create small-scale models or designs for their memorials and present them to the class. Discuss how those who are "Dying to Tell the Story" are the international guardians of a free press and the people's right to know. (NOTE TO TEACHERS: "DYING TO TELL THE STORY" airs December 20th and 27th at 8 pm ET on CNN.)

LINKS:
http://tbssuperstation.com/d_sunday/dying/html/frameset_4.htm
http://www.duke.edu/doubletake/archive/eldon/eldon00.html
http://www.ifj.org/hrights/killlist.html

EDITOR'S NOTE:
Dan Eldon
photojournalist
documentary
Somalia
frustration
immune
Bosnia
crossfire

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 14, 1998

**Check out special encore broadcasts of HOUDINI,
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For our Educator's Guide, go to http://learning.turner.com/houdini.**

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 02:25... 04:55
The impeachment issue follows Pres. Clinton on his journey to the Middle East.

In the Headlines ... 02:20... 07:15
MIDEAST PEACE STALEMATE

YOUR DAILY DESK ... 00:50... 08:05
Environment Desk ... 02:30... 10:35
An oil company offers to be part of the solution to global warming.

WORLDVIEW ... 00:50... 11:25
Top of the World ... 02:50... 14:15
Dissidents are arrested in violent protests in Cuba.

Taking Care of Business ... 02:40... 16:55
The government of Maldives attempts to diversify its economy.

Sports Page ... 01:55... 18:50
Jane Couch wins the right to box professionally in Britain.

NEWSROOM CHRONICLE ... 00:50... 19:40
First Family in Israel ... 01:35... 21:15
Chelsea Clinton gets a warm reception from Israeli students.

Cradle of Independence (Part I) ... 04:35... 25:50
Philadelphia is a city built on U.S. history.

CNN NEWSROOM CLOSE ... 02:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

57

Top Story : Investigating the President

1. When are the four formal charges of impeachment set to come before the full House of Representatives? Review the four Articles of Impeachment that were passed by the House Judiciary Committee. Why do you think the majority of committee members chose impeachment over censure? What does Judiciary Committee Chair Henry Hyde think that President Clinton should do next? Do you agree or disagree with Chairman Hyde? Explain.

2. Where is President Clinton now? How did he respond to calls for his resignation? How did he answer those who want him to confess to committing perjury? What is he asking House Republican leaders to do? Why?

3. President Clinton is in the Middle East to try to get the peace process back on track, but there is political strategy at work as well, as many feel it is important for the president to look "presidential." Generate a class discussion about the importance of looking "presidential" in tough political times and how President Clinton's visit to Israel promotes that image. Discuss cues from Israeli Prime Minister Netanyahu that may help contribute to Mr. Clinton's image as a statesman. Do students think this is a good political strategy, or do they think President Clinton should be in the U.S. to answer his critics? Discuss.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/12/13/impeachment.02/
http://cnn.com/ALLPOLITICS/stories/1998/12/12/whats.next/

In the Headlines : In the Headlines

1. Why is Israeli Prime Minister Netanyahu saying that his country will not hand over any more land to the Palestinians? What upcoming vote in the Palestine National Council might indicate a positive step and recharge the peace process? How could the visit of a United States president play a role in establishing positive relations between the Israelis and Palestinians? In what way does President Clinton's visit offer Palestinians a sense of international legitimacy?

2. Use this opportunity to review the Middle East peace process to date as well as the obstacles on the road to peace. Divide the class into groups. Have each select one aspect of the Mideast conflict, such as its history, the lands in question, the key players in this scenario and the issue of terrorism. Direct each group to gather information on its topic and present a formal report to the class. Discuss the reasons why achieving a lasting peace has been such an elusive goal in the Middle East.

LINKS:
http://cnn.com/WORLD/struggle_for_peace/

EDITOR'S NOTE:
deposition
perjury
Benjamin Netanyahu
misleading
land for security
Wye Agreement
charter
incitement

YOUR DAILY DESK

Environment Desk : Oil Change

1. What is BP's new position on global warming and greenhouse gas production? Why do some think this an unusual position for an oil company to take? How have other oil companies responded to the Global Warming Treaty? Why do you think BP is willing to take a different position on this issue?

2. Do you think a campaign to reduce greenhouse gasses is a believable action to be taken by an oil company? Explain. What outside pressures do you think are placed on a gas and oil company to address this issue? What has BP done to offset possible future losses in gas and oil sales resulting from greenhouse gas reduction efforts?

3. Market analysts are debating BP's motives for taking this stance. Some say it is a genuine commitment while others say it is a short-term strategy to get special interest groups "off their backs." A third interpretation could be that it is BP's way of "hedging their bets" to assure the company's profitability regardless of how consumers respond to the global warming issue. Have your students research BP and other oil companies' response to the global warming issue as well as their willingness to research and invest in alternative energy sources such as solar panels. Next, have them use their research to write their own opinion statement as to the motivation behind BP's decision. Finally, divide the statements into two or three general categories and have an in-class debate on the issue.

LINKS:
http://www.bp.com/hse/where/indexa.htm
http://cnn.com/EARTH/9712/11/climate.conf/index.html
http://www.climatefact.org/55cons.htm

EDITOR'S NOTE:
fossil fuel
global warming
solar energy
greenhouse gasses

WORLDVIEW

Top of the World : Cuba and Human Rights

1. What is Cuba's form of government? Why were journalists protesting outside the courthouse? What happened during the course of the protest? Why is this protest historically significant?

2. Refer to the websites listed below for information about the history of Cuba. Why is public protest rare in Cuba? Why do you think the protest in this video became violent? Did either group benefit from the violent confrontation? Explain. Why were only the dissident protesters arrested? Do you think they should have been arrested? Explain.

3. Have students refer to the second website to learn about Cuba and its government. Have students create a chart that compares and contrasts the freedom of speech in Cuba to the freedom of speech in your country. Based on the findings, conduct a critical discussion about why freedom of speech is important. Divide the class into two groups to debate whether or not governments should limit free speech.

4. Have students refer to the second and third websites for information about the U.N. Declaration on Human Rights. As a class, discuss the history and significance of the document. Have students write an essay or conduct a class debate about whether or not the Cuban government's actions during the protest were in violation of this U.N. treaty.

LINKS:
http://www.infoplease.com/ipa/A0107443.html
http://www.leftjustified.com/leftjust/lib/sc/ht/wtp/un-decla.html
http://www.state.gov/www/global/human_rights/1997_hrp_report/cuba.html
http://hyperion.advanced.org/18355/index.shtml

Taking Care of Business : Maldives Economy

1. What are the two main industries in Maldives? Why does the government of Maldives allow only pole and line fishing? Why is Maldives trying to diversify its economy?

2. How does Maldives' reliance on imported consumer goods affect its citizens? Why do proponents of economic diversification stress the fact that over half of the population of Maldives is under the age of 15? Could the Republic of Maldives survive without building more hi-tech garment factories? Explain.

3. Using multimedia resources, have students learn about the Republic of Maldives. Divide your class into four groups to represent either the government of Maldives, an environmental protection agency, the Chamber of Commerce, or an international garment manufacturer. Conduct a mock governmental hearing. Have the three interest groups present their arguments for whether or not the government should allow more garment factories to be built in the Maldives. Direct students to research how hi-tech garment manufacturing would impact the economy, environment, education and culture of the Maldives. After the presentations, have the government group convene to consider the arguments of the three interest groups. Direct the government group to make a ruling and state its rationale.

LINKS:
http://www.maldives.com/
http://www.theodora.com/wfb/maldives_government.html
http://library.berkeley.edu/SSEAL/SouthAsia/WWWVL/maldives.html

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Sports Page : Sports Page

1. What legal battle did Jane Couch recently win in Britain? On what grounds did Jane Couch win her legal battle? According to the video, what is the stereotype of a woman boxer? Why? Do you think learning to box can benefit women? Explain.

2. What is gender discrimination? Define the term "gender role." Why are some people reluctant to accept female boxing as a professional sport? How has the evolution of professional female sports advanced women's rights? Do you think female boxing should be a professional sport? Why/why not?

3. Prior to beginning these activities poll each student to find out if they think females and males have equal access to opportunities in sports. As a class, have students identify the physical, social and psychological benefits that are derived from playing individual and team sports. Direct students to brainstorm a list of school, semipro, and professional sports, and identify which of these sports are open to females.

4. Have each student refer to the sports section of a television news program, newspaper or magazine

to determine how much of the sports coverage is devoted to women's sports. Compare students' findings and discuss.

5. Divide your class into several groups. Have each group utilize multimedia resources to prepare a presentation about the evolution of women in sports. Topics might include the Olympics, Little League Baseball, women's high school and college sports programs, or the role of women in baseball during World War II. Re-poll each student to see if his/her perception has changed about whether females and males have equal access to opportunities in sports.

LINKS:
http://www.bbc.co.uk/radio1/newsroom/wboxers.html
http://www.sportquest.com/women/index.html
http://cnnsi.com/womens/features/1997/magazine/pow2.html

EDITOR'S NOTE:
dissident
Fidel Castro
slander
revenue
diversification
welterweight
discrimination
gender

NEWSROOM CHRONICLE

First Family in Israel : First Family in Israel

1. How was Chelsea Clinton received by Israeli students? What did some of the students have to say about her father's visit to their country? Do young Palestinians appear to be happy about President Clinton's visit? Explain.

2. As the daughter of the president, Chelsea Clinton has had some experiences and opportunties that other young people have not had. On the other hand, there are probably times when she wishes she were "the other person" and not a member of the First Family. Ask students: If Chelsea Clinton came to your school, what would you want to ask her? Have students act as reporters for the school newspaper and draw up a set of interview questions they might ask Chelsea. Have students read their questions. What do they think are the positives and negatives of being a member of the First Family? How might Chelsea answer some of their questions? Do students think they would like to be sons and daughters of a president? Why/why not?

LINKS:
http://cnn.com/WORLD/meast/9812/13/mideast.mrs.clinton.reut/index.html
http://www.amcity.com/sanjose/stories/092997/editorial1.html
http://www.sunspot.net/columnists/data/reimer/020497reimer.html

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Cradle of Independence (Part I) : Cradle of Independence (Part I)

1. What is Philadelphia's nickname? Why is it commonly referred to as the "birthplace of the United States"? How did the city's geographical location help to boost its importance at the time the colonies declared independence? Explain how the city was also in the political center.

2. Discuss the circumstances that led to the convening of the First Continental Congress, the Second Continental Congress and the Constitutional Convention: Who were some of the delegates present at these meetings? What issues were debated? What decisions did the delegates make in each case? Next, challenge students to put themselves in Philadelphia during one of these historic meetings and write a brief article for the local paper describing what has happened. Assist students in conducting research to learn more about the people and issues involved.

3. To tour Philadelphia is to take a trip back into colonial American history. Direct students to work in small groups to create a multimedia tour of one of Philadelphia's historic sites. Groups may wish to create a virtual tour on the Internet, an audio-visual tour using a taped presentation and slides, or a small-scale model of the site with an oral presentation of its features and points of interest.

LINKS:
http://www.ego.net/us/pa/phl/history/index.htm
http://www.ushistory.org/
http://www.phillyfriend.com/history2.htm

EDITOR'S NOTE:
Chelsea Clinton
colony
delegate
Treaty of Paris 1783
Carpenters' Hall
Independence Hall
confederation
federal

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 15, 1998

Start the new year out on a healthy note! Watch the HEALTH DESK, every Tuesday beginning January 5th!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:55... 05:10
The Palestinian National Council votes to remove anti-Israel language from its charter.

Capital News ... 02:05... 07:15
Representatives are set to debate the four Articles of Impeachment.

YOUR DAILY DESK ... 01:05... 08:20
International Desk ... 02:20... 10:40
A new land policy threatens to further divide whites and blacks in Zimbabwe.

Look Ahead ... 00:55... 11:35
Coming January 5th: Health Desk

WORLDVIEW ... 00:20... 11:55
Wild Kingdom ... 01:50... 13:45
The international illegal trade in tiger parts may soon quiet the roar of these animals forever.

Inside North America ... 04:15... 18:00
Tourists love to visit Howard Solomon's castle covering 8,000 square feet in a Florida swamp!

NEWSROOM CHRONICLE ... 00:30... 18:30
Cradle of Independence (Part II) ... 05:15... 23:45
Benjamin Franklin may be Philadelphia's most famous citizen.

Our World ... 02:15... 26:00
Our first Student Bureau report focuses on two students who attended House Speaker Gingrich's farewell town meeting.

CNN NEWSROOM CLOSE ... 02:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

63

Top Story : Mideast Peace

1. Why is yesterday's action by the Palestinian National Council considered a significant step in the peace process? How did U.S. President Clinton and Israeli Prime Minister Netanyahu react to the vote? What other experiences did Mr. Clinton have as he visited the Middle East? Why do you think his presence there was important to the Israelis as well as to the Palestinians?

2. Direct students to the second website below for a translation of the Palestinian Charter. Have them read the document and discuss the historical basis for the charter's language against Israel. What circumstances have changed to prompt some Palestinians to change their minds about the existence of Israel? Do all Palestinians agree with this view? Discuss the significance of the question of Israel's right to exist. In what way is Palestinian President Arafat taking a political gamble, as is Israeli Prime Minister Netanyahu, in this approach to peace?

LINKS:
http://cnn.com/WORLD/meast/9812/14/clinton.gaza.04/
http://www.ncf.carleton.ca/ip/government/embassies/mid.east/israel/info/archives/mehistory/guide/guide

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Capital News : Capital News

1. Describe how the issue of impeachment will be brought before the full House of Representatives. What does Representative Armey mean wheh he refers to "parliamentary antics"? What is a "motion to recommit"? Why would House Democrats ask for this motion? How is the House Parliamentarian expected to respond? What does "germane" mean? In the House, who typically rules on whether a motion is germane? Who will actually be ruling in this case? Why do you think that Speaker Gingrich is passing this responsibility to another representative? What happens if the House votes to impeach? What could happen if the vote fails? (Note: This might be a good opportunity to refresh students' memory on the definition of impeachment. A vote to impeach by the full House means the Senate would conduct a trial, not that the president would be removed from office.)

2. What is parliamentary procedure? Have students work in groups to learn more about parliamentary procedure, then challenge each to interview officers of local civic organizations, government, even your school's parent-teacher organization, to learn how it is used in meetings. Have groups share their findings in class discussion. Refer to the upcoming impeachment debate in Congress and ask students to consider how parliamentary procedure is similar to the "rules" in a sport, and how the parliamentarian acts as a kind of "referee." Why is it important that the "rules" be adhered to in both instances?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1998/12/14/impeachment.01/

EDITOR'S NOTE:
reaffirm
null and void
Yasser Arafat
PLO
antics
parliamentary
motion
germane

YOUR DAILY DESK

International Desk : Zimbabwe Farmers

1. What announcement prompted the scene of jubilation in the video clip? What past wrong is the government attempting to right in taking the 841 mostly white-owned farms? What was the old name of the country now known as Zimbabwe? Will the present owners be compensated? Describe the transition of ownership.

2. What is your reaction to this video clip? What is the irony in this statement, "Zimbabwe was once praised as a model of racial harmony"? At the World Council of Churches conference in Harare, 12/8/98, Mugabe stated the need for the churches to call for the cancellation of debt by the "powerful nations." What effect could the activity in the video clip have on economic activity or foreign aid? President Mugabe is in political hot water, not just because of the events highlighted in this piece, but because he is aiding Kabila's government in Kinshasa, the Democratic Republic of Congo, and because his country is in economic crisis. How might events seen and described at these farms have been influenced by Mugabe's political weakness?

3. In order to establish the universality of the land problem in Zimbabwe, direct the students to brainstorm other land disputes which have been "settled" by governments. The problems of equitable land re-distribution are not unique to Zimbabwe. There is rarely – if ever – a settlement that is fair to all parties. Examples of some controversial "relocations" for research include the Homestead Act, Freedmen's Bureau, Balfour Act (establishing the nation of Israel in the former Palestine), and Indian Removal Act.

   EXTENSION: Ask students to use their problem-solving skills to create a solution, which would be acceptable to the white farm-owners, the black squatters, and the government of Zimbabwe. They should write up their solutions in the form of letters to President Robert Mugabe.

LINKS:
http://cnn.com/WORLD/africa/9812/04/BC-BRITAIN-ZIMBABWE.reut/index.html
http://www.samara.co.zw/zimin/index.cfm
http://www.mg.co.za/mg/news/98june2/26june-zimbabwe.html
http://www.mg.co.za/mg/news/98aug1/4aug-zimbabwe.html
http://www.mbendi.co.za/cyzicy.htm
http://www.wcc-coe.org/wcc/assembly/index-e.html
http://cnn.com/WORLD/africa/9812/08/BC-ZIMBABWE-CHURCHES.reut/index.html

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EDITOR'S NOTE:
racist
Zimbabwe
Rhodesia
squatters
confiscate
"political ploy"
irony

WORLDVIEW

Wild Kingdom : Japan Tigers

1. Why are the tiger populations diminishing? How serious is the decreasing population of tigers?

Why are people killing tigers? What are the problems in Japan? What does EIA stand for? What does the EIA want Japan to do?

2. "Tiger populations have been decimated, declining in total by around 95% this century." Yet, Japan has failed to enact legislation to eliminate trade in tiger parts. For what reasons might Japan be reluctant to enact this legislation? Why would Japanese pharmacies sell these products? What motivates the consumers to buy tiger parts? Can you think of similar products advertised in the United States that promise miraculous cures without being scientifically proven? Explain.

3. Direct students to write letters to an appropriate person or agency expressing their concern about endangered species or biodiversity. Suggestions for agencies, addresses, and content of letters are found in the 4th through 6th websites below.

LINKS:
http://arrs.envirolink.org/potions.html
http://www3.pair.com/eia/welcome.htm
http://www3.pair.com/eia/tiger/index.htm
http://www3.pair.com/eia/letters.htm
http://www3.pair.com/eia/help.htm
http://www3.pair.com/eia/links.htm

Inside North America : Solomon's Castle

1. What is Solomon's Castle? Howard Solomon is an artist. What materials does he employ in his art? In what way does he utilize his obvious sense of humor?

2. Do you get the feeling that Solomon enjoys his work, constructing his castle and giving tours? What gives you that impression? His "castle" is listed in Extant Folk Art Sites in America and Things to See in Florida. There is even a book about his work. Does that make Howard Solomon a success? Is he an artist? Why or why not?

3. Some of the titles of Solomon's sculptures are a gun used "for flushing out perpetrators," a "Car With a V-8 Engine," "Gnome on the Range," and "Holy Mackerel." Ask students to guess the materials used in the construction of these sculptures. Then divide the students into groups of three or four, and ask them to sketch an original sculpture made of recycled materials, giving the sculpture a humorous title.

LINKS:
http://www.roadsideamerica.com/attract/FLONAcastle.html

EDITOR'S NOTE:
EIA
pharmacy
remedy
Tokyo
sculptor
menagerie
innovate
elaborate

NEWSROOM CHRONICLE

Cradle of Independence (Part II) : Cradle of Independence (Part II)

1. When did Benjamin Franklin come to Philadelphia? How did he make a living at that time? In what other "occupations" did Mr. Franklin dabble? What were some of his inventions? Describe some of his political contributions to the colonies and to the newly-formed United States. How did his presence contribute to a successful Constitutional Convention?

2. Divide the class into small groups. Have each choose one of Benjamin Franklin's accomplishments, such as an invention, a publication, or discovery, and conduct research to learn more about it. Direct each group to make a formal report to the class on its topic.

3. Benjamin Franklin was one of a group of individuals known as the Founding Fathers. Who were these men and how did they set a course for the new nation? Have the class work together to research several of the Founding Fathers present at either the signing of the Declaration of Independence or at the Constitutional Convention. Have the class choose one of these scenarios and research the personalties involved, their opinions, the issues considered and the circumstances surrounding their meeting. Then assist the class in authoring an historically-accurate play depicting the event. Choose actors to play the various roles, and other students to assist in creating a set, costumes, make-up, props, etc. Present the class play for other classes at your school.

LINKS:
http://sln.fi.edu/franklin/rotten.html
http://www2.lucidcafe.com/lucidcafe/library/96jan/franklin.html#other
http://www.tombtown.com/bios/fathers.htm

Our World : Newt and the Students

1. What interest do Morgan and Chris share? Compare their interests with what Newt Gingrich had in mind when he was 15. Did Mr. Gingrich reach his goal? Explain. Do you think that Morgan and Chris will someday be involved in politics? Why/why not?

2. What did Chris ask Speaker Gingrich at the town hall meeting? How did Mr. Gingrich respond? What did Morgan ask him at a previous meeting? What experience came out of this question? Do you think you would like to follow an elected leader for a day? Why/why not? How might this experience have an impact on a person's career choice?

3. Ask students what they might expect to see and hear if they had the opportunity to spend the day with the Speaker of the House. Have students work in groups to learn more about the Speaker's role and duties and share their findings. Then challenge each to write a journal entry describing what they "experienced" on their "Day with the Speaker."

LINKS:
http://speakernews.house.gov/
http://clerkweb.house.gov/greathall/speaker/speaker.htm
http://www.house.gov/burr/Govtwork.htm

EDITOR'S NOTE:
Benjamin Franklin
"Poor Richard's Almanac"
Founding Fathers
Newt Gingrich
Speaker of the House
town hall meeting
veterinarian

Oval Office

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 16, 1998

There will be no CNN NEWSROOM and Daily Guide from Dec. 20 through Jan. 1. Both the program and guide will return on Monday, Jan. 4, 1999. Have a happy and safe holiday.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:45... 07:00
Behind-the-scenes lobbying is in full gear as more House moderates decide they will vote for impeachment.

In the Headlines ... 00:50... 07:50
PROBLEMS PLAGUE MIDEAST PEACE

YOUR DAILY DESK ... 01:00... 08:50
Business Desk ... 02:50... 11:40
Arkansas considers imposing tolls on its highways to fund repair, but not everyone is happy with the idea.

WORLDVIEW ... 00:35... 12:15
Top of the World ... 02:30... 14:45
Maldives' prisoners are sentenced to island exile as a form of punishment.

Taking Care of Business ... 01:55... 16:40
Authorities in South Africa and Thailand are cracking down on music piracy.

FYI ... 02:25... 19:05
Economic sanctions in Iraq force families to do what they can to survive.

Did You Know? ... 03:05... 22:10
"Across Hong Kong Island," a book of photographs, heightens public awareness about the island's environmental plight.

NEWSROOM CHRONICLE ... 00:10... 22:20
Cradle of Independence (Part III) ... 01:35... 23:55
Here's a brief look at the myths and the trivia behind the Liberty Bell.

Our World ... 01:55... 25:50
What was once a trash lot is now an urban garden that's a source of community pride.

CNN NEWSROOM CLOSE ... 02:10... 28:00

---------- CNN NEWSROOM STORIES ----------

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CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Investigating the President

1. Why do you think more and more House members, even moderates, are leaning toward impeachment? How is this trend generating interest in a strong censure of the president? What are some elements of the tough censure plan being proposed by members of both parties? Are there any indications that the president might accept this deal? Explain. Who is Christopher Shays? How might his actions help avoid the impeachment of President Clinton?

2. What two moderate Republicans announced yesterday that they would vote in favor of impeachment? What alternate course of action is Representative Mike Castle proposing, and why? How do the statements of individual representatives, especially the moderates, illustrate how emotionally-charged this issue is likely to be when it comes up on the House floor? How close do you think the vote to impeach will be in the House? State your rationale.

3. Ask students: As Thursday draws near, what is going on "behind the scenes" in Washington? Why do you think the Democrats and Republicans will hold party meetings Wednesday night? How is the White House making its sentiments known among undecided members of Congress? Group students. Charge each with the task of reenacting a hypothetical conversation between White House aides and an undecided congressional representative. Give each group enough time to prepare its ideas and have it present its roleplay to the class. Discuss the points made by the Clinton representatives and note the congressional respresentative's reaction in each case. Ask students to consider what they might do if they were congressional representatives from their state.

LINKS:
http://www.policy.com/news/dbrief/dbriefarc50.html
http://www.inetresults.com/impeach/strategy.html
http://www.washingtonpost.com/wp-srv/politics/talk/zforum/gerhardt091698.htm

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EDITOR'S NOTE:
oath
penalty
censure
bipartisan
caucus
parliamentary
pardon
plea bargain

YOUR DAILY DESK

Business Desk : Highway Tolls

1. Which U.S. president launched the modern interstate highway system? Why did he believe such a system should be a priority? What bill, signed in 1956, made the interstate highway system a

reality?

2. How much money does the state of Arkansas need to fix its interstates? How much can it expect to get from the federal government? What does the state propose as the source of the rest of the money it needs? How do some drivers and truckers feel about possible tolls on the highways?

3. Ask students if they know how interstate highways are currently funded. Have them conduct research to learn more about excise taxes: What is an excise tax and on what products can excise taxes be found? Discuss how excise taxes differ from regular sales taxes. Do students think this is the best way to fund highways? Discuss.

4. How might the imposition of tolls on interstate highways affect trade, commerce and travel across the U.S.? Have students work in groups to brainstorm lists of the effects tolls would have, then share their ideas. In class discussion, consider the "ripple effects" of increased costs of travel to consumers and those who make their living in the transportation industries.

LINKS:
http://www.usastar.com/i95/annivsry.htm
http://www.tfhrc.gov/pubrds/summer96/p96su10c.htm
http://www.fhwa.dot.gov/
http://www.bergen.com/roadtrip/index.htm

EDITOR'S NOTE:
toll
trucking industry
excise tax
interstate highway

WORLDVIEW

Top of the World : Maldives Prison

1. How many convicts are exiled in Maldives? Why does the government of Maldives use banishment as a form of punishment? Describe the lifestyle of the exiled prisoners.

2. What is the purpose of a penal system? Do you think the system of punishment in the Maldives is lenient or harsh? Explain. How are prisoners rehabilitated by island exile? Do you think being exiled to an island would be an effective form of punishment in your country? Explain.

3. As a class, identify the different types of criminal behavior and the reasons why these crimes are committed. Have students identify different forms of punishment, such as imprisonment, execution, community service, corporal punishment, and public humiliation. Direct students to consider how cultural, religious, social and economic factors influence the type of penal system used by a country. Have students determine whether the goal of your countries' penal system is to punish or to rehabilitate criminals. Conduct a class debate about whether or not the prison system in your country is effective.

LINKS:
http://library.berkeley.edu/SSEAL/SouthAsia/WWWVL/maldives.html
http://www.state.gov/www/global/human_rights/1997_hrp_report/maldives.html
http://www.law.vill.edu/fed-agency/fedwebloc.html
http://www.namss.org.uk/prisons.htm
http://cnn.com/WORLD/asiapcf/9811/30/maldives.prisoners/

Taking Care of Business : Music Piracy

1. What is piracy? Which two countries mentioned in the video have problems with music piracy? How does music piracy affect musicians?

2. Why do people buy pirated products? Why is the counterfeiting problem more prevelant around Christmas? What can be done to thwart piracy?

3. Using multimedia resources, including the first website listed below, have groups of students develop presentations about piracy in the United States. Have each group report on the piracy of either music, information technology, videos, movies, or consumer goods. Have each group identify the extent of the piracy, its economic impact, and what is being done to address and prevent each form of piracy. Following the groups' presentations, have students discuss the difference between buying a pirated tape or CD, versus copying a tape or CD for one's own personal use.

LINKS:
http://www.mg.co.za/mg/news/97mar2/31mar-piracy.html
http://www.iipa.com/index.html

FYI : FYI

1. Where are Jassim Kathem's wife and children? Why did Kathem have to send them away? In what ways have Kathem and his family made money? Why don't Kathem's wages from the bicycle repair business support his family today? What limitation has Kathem overcome? How much schooling are his children receiving? Explain. What is the "best" that Kathem could wish for?

2. International Gulf War sanctions allow Iraq to export only a limited amount of oil. The country has few resources to import food and medicine -- and the result, according to aid agencies, is widespread illness and malnutrition. How have sanctions affected the family and business of Jassim Kathem? While the sanctions were imposed to punish Saddam Hussein and his government, whom are they hurting the most?

3. Ask students to research the 1991 U.N. sanctions on Iraq. Direct them to discover the reason for the sanctions as well as the conditions for the removal of the sanctions. Discuss the events of November 1998 during which U. S. forces were poised to strike Iraq.

LINKS:
http://cnn.com/SPECIALS/1998/iraq/
http://www.iacenter.org/iraq.htm
http://www.arab.net/iraq
http://www2.cnn.com/SPECIALS/1998/iraq/people/
http://www.un.org/plweb-cgi/idoc.pl?107+unix+_free_user_+www.un.org..80+un+un+webdocs+webdo

Did You Know? : Hong Kong Photos

1. Where is Hong Kong located? What is the name of the book featured in the video? What is the purpose of the book?

2. Why do you think photography was chosen as the format for this book? How can this book be used to motivate the Chinese government to preserve Hong Kong's natural environment?

3. Direct students to refer to the websites listed below to investigate environmental issues and the role of the government in protecting the natural environment. Have students identify how public awareness leads to changes in governmental legislation. Divide your class into groups. Direct each group to develop an informational campaign to highten public awarness about an environmental issue. Have each group select a target audience and determine its method of campaign. Direct students to develop billboards, posters, scripts for radio and television public service announcements, community events, or newspaper editorals. Have each group present its campaign to the class or the school community.

LINKS:
http://www.worldwildlife.org/
http://www.epa.gov/
http://www.geocities.com/RainForest/4045/index-m.htm
http://www.info.gov.hk/

EDITOR'S NOTE:
banishment
exile
rehabilitate
music piracy
royalties
sanctions
Hong Kong
conservation

NEWSROOM CHRONICLE

Cradle of Independence (Part III) : Cradle of Independence (Part III)

1. When and by whom was the Liberty Bell created? Where was the bell first housed? From where did the Liberty Bell get its name? What happened to the bell in the 1840s? Why was the crack drilled open?

2. The Liberty Bell is one of the best-known symbols of freedom in the world. Challenge groups of students to come up with artistic ways of expressing what the Liberty Bell means to them. They may choose to write a song, a poem, or create a sculpture or other artwork that expresses their ideas. Create a Liberty Bell exhibit in your classroom and display group work for other classes to appreciate.

LINKS:
http://w3.nai.net/~spyder/home.htm
http://w3.nai.net/~spyder/faq.htm
http://www.nps.gov/inde/

Our World : Seeds of Hope

1. What is unique about the Taqwa Garden? What used to be on this site? Who started the garden, and why? Who maintains it today? Besides the produce it yields, what other benefits does the neighborhood get from this garden? How have the creators of the garden been recognized for their achievement?

LINKS:

http://www.smithsonianmag.com/smithsonian/issues95/apr95/bronx.html
http://fount.journalism.wisc.edu/cpn/sections/topics/community/stories-studies/south_bronx.html

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EDITOR'S NOTE:
Liberty Bell
hairline fracture
hydroponics
cultivate
produce
community pride
urban
South Bronx

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

December 17, 1998

TEACHERS: CNN NEWSROOM has been preempted to allow continuing coverage of the strike against Iraq. The following questions and websites may help your class to understand and discuss this event.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

Strike Against Iraq ... 28:00... 28:00
LIVE COVERAGE FROM CNN: The U.S. and Great Britain launch air strikes against Iraq in an effort to degrade Saddam Hussein's ability to create weapons of mass destruction.

---------- CNN NEWSROOM STORIES ----------

Strike Against Iraq : Strike Against Iraq

1. Why have the U.S. and Great Britain launched air strikes against Iraq? How do these air strikes compare to previous coalition attacks on Iraq? According to Iraqi authorities, what kind of damage has resulted? Why do you think Iraqi authorities escort journalists to these alleged bombing sites?

2. As a class, discuss the events that have led to Operation Desert Fox, launched yesterday. Divide the class into groups, and assign each group one year to research beginning with the 1990, the year Iraq invaded Kuwait. Have each group note the events that transpired in their assigned year between Iraq and the United Nations. Assist groups in compiling their information in chronological order to create a timeline of Iraq/UN history since 1990. Post or distribute copies of the timeline and refer to it as students follow this developing news story. Have students speculate as to why diplomacy has repeatedly failed in its attempts to get Saddam Hussein to allow weapons inspectors to do their jobs.

3. What are "weapons of mass destruction?" What kinds of weapons of mass destruction do UNSCOM inspectors believe that Saddam Hussein has? Direct students to consult the third website below to learn more about the biological and chemical weapons that many believe Iraq is manufacturing. Why are these called the "poor man's weapons of mass destruction"? If these weapons are relatively inexpensive to produce, do students think it is possible to destroy Iraq's capability to produce them? If so, how might this goal be accomplished?

4. Have students research and international reaction to Operation Desert Fox, and share their findings. How has Iraq officially reacted to the attack? Iraq's envoy to the United Nations, Nizar Hamdoon, addressed the Security Council last night and called for "unconditional, immediate cessation of the aggression." What nations are likely to support Iraq in its demand that the U.S. and Great Britain cease the air strikes? Why? Discuss.

5. CNN correspondent John King has referred to yesterday's events in Washington as "the surreal intersection of domestic and international politics." Ask students: What do you think he means? Why are some congressional representatives questioning the motives behind President Clinton's decision to authorize air strikes? Have students consult the text of Mr. Clinton's television address

to learn more about his rationale for the air strikes (see the fourth website below). Have them consult the fifth website to learn more about congressional reaction to President Clinton's decision. Why are some questioning the timing of the attack? What reasons does President Clinton give for launching the attack yesterday? Do students agree with the President or with his congressional critics? After brief discussion, have each student write a newspaper editorial either defending or opposing the president's actions and motives.

6. The Republican Majority in the U.S. House of Representatives has agreed to postpone the vote on the impeachment of President Clinton. Do you think it is wise to postpone this vote? Why/why not? Do you think the vote should occur before or after the U.S. military mission in Iraq is over? State your rationale. Discuss the pros and cons of a congressional vote on impeachment by the end of this week.

LINKS:
http://cnn.com/SPECIALS/1998/iraq/timeline/index.html
http://cnn.com/SPECIALS/1998/iraq/
http://cnn.com/SPECIALS/1998/iraq/9803/weapon.search/
http://cnn.com/ALLPOLITICS/stories/1998/12/16/transcripts/clinton.html
http://cnn.com/ALLPOLITICS/stories/1998/12/16/congressional.react/
http://cnn.com/WORLD/meast/9812/16/iraq.strike.04/
http://cnn.com/WORLD/meast/9812/16/pentagon.01/index.html
http://cnn.com/ALLPOLITICS/stories/1998/12/16/impeachment/

EDITOR'S NOTE:
Saddam Hussein
Tomahawk missile
Baghdad
Operation Desert Fox
impeachment
motive
Ramadan
UNSCOM

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CNN NEWSROOM Guide

December 18, 1998

Today's CNN NEWSROOM is a SPECIAL EDITION focusing on the strikes against Iraq and the issue of impeachment. There is no closed-captioning today.
A REMINDER: CNN NEWSROOM and the Daily Guide will return on January 4, 1999.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:30... 00:30

Strike Against Iraq ... 05:50... 06:20
U.S. and British forces launch a second day of air attacks against Iraq.

Iraq History ... 03:50... 10:10
The history of recent conflict in Iraq is a dance of diplomacy.

Diplomatic Fallout ... 02:20... 12:30
There has been diplomatic fallout as a result of the U.S.-led attacks on Iraq.

European Reactions ... 02:40... 15:10
Great Britain's government gets widespread support on the homefront for its part in the attacks.

Investigating the President ... 08:25... 23:35
The debate on the impeachment of President Clinton will begin in Congress today.

U.S. Reactions ... 03:00... 26:35
Americans of all ages offer their opinions on President Clinton and attacks on Iraq.

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

Strike Against Iraq : Strike Against Iraq

1. According to U.S. military officials, how accurate have the strikes been against targets in Iraq? What targets have been hit? What kinds of weapons are being used? What is an "unmanned cruise missile"? How is it launched? Why is it considered the "weapon of choice" in this situation? What is a "smart bomb"? According to the video, in 1991, only 10% of the bombs used in the Gulf War were "smart bombs." How are the weapons being used today different? What makes them "smart"?

2. U.S. Secretary of Defense William Cohen speaks of "containing" Saddam Hussein. Discuss what you think he means. Once Operation Desert Fox is over, do you think Saddam Hussein will be "contained"? State your rationale.

3. How are Iraqi officials reacting to the bombing raids? What buildings do they claim were hit? Why are they refusing to allow reporters access to some of these sites? What sites are they showing reporters? Why do you think the international reporters are told to broadcast news of the destruction of these sites? If you were an international correspondent reporting on the attacks on Iraq, what would you want your viewers to know about what was happening there?

LINKS:
http://cnn.com/WORLD/meast/9812/16/pentagon.01/index.html
http://cgi.pathfinder.com/time/daily/iraq/weapons/missiles/tomahawk.html
http://www.pbs.org/wgbh/pages/frontline/gulf/weapons/tomahawk.html

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EDITOR'S NOTE:
cruise missiles
B-52 bomber
smart bombs
Republican Guard
intelligence
humanitarian
aggression
regime

Iraq History : Iraq History

1. How would you characterize relations between Iraq and the United Nations since 1991? What are sanctions? Why were they imposed on Iraq? How have they affected its people? How do you think they have affected Iraq's leadership? What is UNSCOM? Has UNSCOM been effective in verifying Iraq's obligation to destroy its weapons of mass destruction? Explain.

2. Have students work in groups to research UNSCOM and its mandate to inspect Iraq's weapon sites. Then have students research the timeline of events since 1991 involving Iraq and the United Nations. The websites below should be of assistance. Share student findings in class discussion. Why do students think that Saddam Hussein repeatedly defies the U.N., in spite of the risk of attack on his country?

LINKS:
http://193.114.50.5/reference/briefs/unscom.html
http://www.un.org/Depts/unscom/chronology.htm
http://cnn.com/SPECIALS/1998/iraq/timeline/index.html

EDITOR'S NOTE:
Kofi Annan
sanctions
Persian Gulf War
UNSCOM
Richard Butler

Diplomatic Fallout : Diplomatic Fallout

1. How has the Russian government indicated its displeasure with the U.S. over Iraq? Why does U.S. Secretary of State Madeleine Albright believe that Russian leaders are "frustrated"? What other

countries have voiced their opposition to the strikes? How are Arab governments reacting? Why are some who support continued economic sanctions against Iraq fearful that Saddam Hussein may eventually win that battle?

2. Ask students: If you were a country's delegate to the UN Security Council, would you advocate removal or continuation of the economic sanctions against Iraq? Have students work in groups to gather information about the sanctions and the arguments for/against them and share their findings in class discussion. Then direct each student to write a short speech either in support of or opposition to the sanctions, to be delivered in a mock Security Council meeting in class.

LINKS:
http://cnn.com/WORLD/meast/9812/17/world.reax.iraq.02/
http://www.arab.net

EDITOR'S NOTE:
Madeleine Albright
ambassador
resolution
diplomat

European Reactions : European Reactions

1. How have some people in London reacted to their government's action against Iraq? What was the sentiment in Parliament when Prime Minister Tony Blair explained the rationale for Britain's part in the attack? Why is the exiled Iraqi opposition not supportive of the bombing raids? Explain why one leader believes these attacks might actually strengthen Saddam Hussein. Do you find his argument credible? Why/why not?

LINKS:
http://cnn.com/US/9812/17/iraq.us.forces.01/#1

EDITOR'S NOTE:
Tony Blair
exile
NATO
Parliament

Investigating the President : Investigating the President

1. What two U.S. presidents are associated with impeachment? Which president was actually impeached? Why? What happened when he was brought to trial in the Senate? Why were articles of impeachment drafted against Richard Nixon? Why was he not impeached? President Clinton says that he will not resign. What is his rationale for this stand?

2. In what way is President Clinton currently fighting a "war on two fronts"? Why have some criticized his motive in ordering the attacks on Iraq? How has he responded to the critics? Who do you believe in this situation? Why?

3. What disclosure was made yesterday by House Speaker-Elect Livingston? Do you think this disclosure will have an impact on the impeachment process? Explain. Why do you think House Republican leaders have decided to go ahead with the impeachment debate, in spite of the

revelation about their speaker-elect and in spite of the military mission underway in Iraq? Why do Democrats see a political opportunity in this timing? With whom do you agree, those who think the impeachment debate should go forward or those who want to wait? Explain.

4. Explain how Democrats might use parliamentary procedure to outmaneuver the proponents of impeachment. Why do you think they would use these tactics? What do you think are the chances they will be successful in blocking impeachment or forcing a vote on censure?

LINKS:
http://www.herald.com/archive/watergate/docs/047689.htm
http://www.washingtonpost.com/wp-srv/politics/special/clinton/stories/ls032498.htm
http://www.policy.com/news/dbrief/dbriefarc50.html
http://cnn.com/ALLPOLITICS/stories/1998/12/17/impeachment/
http://cnn.com/ALLPOLITICS/stories/1998/12/17/king.tick.tock/

U.S. Reactions : U.S. Reactions

1. In class discussion, summarize the differing opinions heard in the video regarding President Clinton and the attack on Iraq. Ask students whether they agree with any of the statements they heard. Then direct each to express his or her opinion, on either issue, in the form of one of the following: A letter to the editor of your local newspaper or school newspaper, an editorial cartoon, original song lyrics or a brief speech. Have students edit their work and ask for volunteers to share their ideas with the class. Conclude by reminding students that an exchange of opinions and ideas, although emotionally-charged, is healthy to the democratic process.

LINKS:
http://cnn.com/US/9812/17/iraq.us.reax.01/

EDITOR'S NOTE:
Andrew Johnson
Richard Nixon
"Wag the Dog"
Bob Livingston
Ray LaHood
Richard Gephardt
Trent Lott
adjourn

CNN NEWSROOM CLOSE

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